DOCUMENT RESUME

ED 135 390 IR 004 501

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TITLE 1976 Multi-Media Evaluation Report.
INSTITUTION Capitol Region Education Council, Bloomfield, Conn.; Metro Media Evaluation Center, Windsor, Conn.
PUB DATE 76
NOTE 130p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Educational Assessment; *Evaluation; *Film Criticism; *Filmographies; *Film Production Specialists; *Instructional Films; Instructional Materials; Multimedia Instruction

ABSTRACT

This evaluation of instructional materials is based on data collected from statistical summaries, predictive instruments, teacher and student reactions, in-depth studies, evaluation seminars, and observations. The materials covered in this report are divided into two categories: 16mm films and building-level materials, the latter including items such as filmstrips, kits, records, cassettes, and study prints. Evaluation data for 16mm films are presented in the form of composite sheets with numerical summaries and representative teacher comments. Building-level material is reported on in narrative form. A total of 264 films were evaluated. Twenty-six (10%) of these were thought to represent a minimal investment of long-term value and within the reach of any school system. Summary statements are provided for each company producing films based on collected evaluative data, observations, and user comments (teachers and students). (DAG)

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1976 MULTI-MEDIA EVALUATION REPORT

2

A Program of CREC Capitol Region Education Council

In Appreciation ...

In considering the following Multi-Media Evaluation Report, it is most important to recognize those elements -- organizations and individuals -- who have made it possible to gather the necessary information:

> *The media producers and distributors* who have cooperated by placing their materials in the METRO Center for evaluation without restrictions;
>
> *The participating Boards of Education* who have provided the funding necessary to sustain this on-going process of instructional media evaluation; and
>
> *The teachers, students, and other individuals* who have utilized the media in all possible situations, in and out of the classroom, and who have provided the individual evaluations, opinions, and data upon which the bulk of this report is based.

Thank you.

Lois Nystrom

A COMMENT ON EVALUATION -- THEN AND NOW

In compiling this report, it has become apparent that many rather dramatic changes have occurred since the first report was published in 1973. These changes can be roughly divided into two categories: changes in materials placed for evaluation, and changes in the evaluators themselves.

With regard to the materials, it is apparent that there no longer exists a void between the obviously "good" materials and the once equally apparent "bad" items. There was a growth leap in the late sixties and early seventies, when the number of available items increased drastically, due primarily to the ready availability of federal funds for purchasing them. Quite naturally, everyone wanted his share of the "action." This leap, unfortunately, did not allow time for careful research, development, and production; thus many items from this era were woefully lacking in quality and classroom value. With the flow of federal funds now slowed to a trickle, producers have realized that they must do much more than merely make "product" available. The market has become highly competitive as each producer strives to make his materials represent the best educational investment. This is obvious in examining this report. Looking at the column of "composite ratings" and averaging these ratings company by company, it is found that the spread for highest to lowest average now covers only 1.4 rating points -- from 6.87 to 8.23; indeed, only one company's average was below 7.0. Considered in combination with the fact that the average rating for an individual film was 7.67, it is clear that producers have uniformly upgraded their products, making them more valuable in the classroom, but also making selection more difficult. As the companies draw close to equality, the old maxims of "Brand X is good" and "stay away from Company Z" no longer have validity.

In reading the evaluation forms we receive, particularly the overall rating and the written comments made by our evaluators, another large step forward becomes evident. They have become far more critical, far more knowledgeable, and far more honest is their reporting; in short, they have learned that evaluation does not equate with praise. Along with the glut of materials arriving on the market in the late sixties came the first rush of post-war "baby boom" teachers. At the time these young teachers were receiving their college education, media was not being taught extensively; as a result, many teachers found themselves in the classroom having never had an exposure to critical selection and use of films, videotapes, etc. Because of this lack of critical expertise, they tended to be thrilled with virtually every media item they saw or heard. In their enthusiasm, many mediocre items were given excellent ratings. (To a child visiting his first candy store or soda fountain, even the cheapest jelly bean is manna; the sweetest soda, ambrosia.) Now that several years have passed, these teachers have become discriminating -- they have developed good media "taste." Coupled with this is the marked increase in college-level training in the use of media -- young teachers today enter their first classroom with a good sense of quality. As this discrimination has developed, evaluators have become more aware of the flaws in many productions; they know that the producer's catalogue cannot be an educational bible. Today it is difficult for any but the very best materials to receive high ratings and praise.

In examining this report, then, it is necessary to keep these changes in mind and read the information in the context of 1976, not in direct comparison with previous reports. A 1976 rating of 7.7 or above indicates that the item was rated above average; ratings of 9.0 and higher are increasingly rare.

With producers drawing closer to sharing a common high quality and evaluators sharpening their skills and becoming more demanding and more critical, is becomes necessary, even more than before, for a potential purchaser to examine the data supplied here and, before purchase, personally preview those materials which are indicated to best suit his needs.

The following report on the evaluation of instructional materials is based on data collected from:

statistical summaries
predictive instruments
teacher reactions
student reactions
in-depth studies
evaluation seminars
observations by the CREC/METRO staff

The materials covered in this report are divided into two categories: 16mm films, generally purchased at a school district level, and building-level materials, including items such as filmstrips, kits, records, cassettes, study prints, etc.

Evaluative data for 16mm films are presented in the form of composite sheets, including numerical summaries and representative teacher comments. Building-level material is reported on in narrative form in the section immediately following the data sheets. Although utilization of building-level materials continues to increase from year to year, it has not reached a level which would lend credence to a composite "rating" sheet. The METRO staff is currently in the process of developing new evaluative instruments for building-level materials, with the goal of obtaining data which will lend itself to meaningful summarization and tabulation.

BASIC PREMISES FOR THE FUNCTIONING OF THE

CAPITOL REGION EDUCATION COUNCIL'S

MULTI-MEDIA EVALUATION CENTER

METRO

I. In this age of accountability, the major problem for educators has not been the philosophical justification of new and existing educational programs, but rather the documentation of apprehended success in the classroom. This documentation proves to be a massive and overwhelming task best handled as a cooperative venture carried out by professionally motivated educators across a wide spectrum of the educational community.

II. Multi-media instructional materials (including films, filmstrips, slides, flat prints, overhead projecturals, records, sound tapes, and coordinated combinations of these), carefully chosen to support the multi-sensory learning patterns of children with a well-developed and tested lesson plan framework, are essential for quality education.

III. Multi-media instructional materials may have very wide ranges of applicability in grade level and content area, as well as varying strategies for use in specific socio-economic learning environments. It becomes necessary, then, for classroom teachers in a given region to try out the instructional materials in every possible combination of strategies, levels, content areas, and learning environments, and to share the results.

IV. To fit individualized and multi-paced teaching strategies and learning patterns, performance-proven multi-media instructional materials need to be available, both to teachers and learners, on a very nearly continuous basis.

RECOMMENDATIONS FOR THE USE OF THIS REPORT

Recommendation:

Each school system should make available to its staff a basic collection of multi-media instructional materials of performance-proven value on a continuous accessibility basis, either through individual or group purchase or on a massive rental basis. CREC does not provide this service in its present operating pattern.

Information in this report will have its greatest value as a guide to individual towns in the purchase and rental of multi-media instructional materials. Of the 264 films evaluated, the top 10% are unquestionably of high quality and great classroom value. These twenty-six films represent a minimal investment of long-term value which should not be beyond the reach of any school system committed to quality education.

26 films at (average) $250/film = $6,500

On a cost-per-student basis, over the life of the films, this would represent less than the cost of a single paperback book for each student, a figure easily justified in relation to the total education budget.

While the purchase of the top 10% "package" could not be considered unwise, it will be of value to any prospective purchaser to examine the films included in the top 25% for each company. These films are also of high quality, but are perhaps more limited in grade level or subject area application than those in the top 10%.

Properly, the very best films evaluated each year (possibly, the top 10%) should not be purchased by CREC the following year; but rather the school systems, individually or cooperatively, should buy them. CREC contracted for the use and evaluation of film by committing a purchase of no less than 20% of the dollar value of the films placed in the Center for the full year (July 1 - June 30). The reason for this was primarily to make it economically attractive for the companies to participate in the evaluation concept and not to provide the necessary quantity of specific titles in the top 10% list for METRO towns. Those that are purchased ought to be used by schools and teachers who did not use them the year before. Proposals for collective purchasing and the establishment of a METRO library of instructional materials have been made at regular intervals, but the decision to move in this direction has not been made by CREC.

Recommendation:

Curriculum coordinators should examine carefully the films listed in the top 10% and 25% categories to find those that would be applicable to their teachers. CREC maintains complete records of utilization; staff is prepared to help you determine which materials have been used in your system, by whom they were used, and the results of their use. If materials which seem valuable appear to be receiving limited use, the staff can assist you in bringing them to the attention of your teachers. We are aware that where top quality materials are in regular use, excellent teaching is taking place. Teachers who regularly visit the Center are demonstrating concern and respect for their students; this commitment does not pass unnoticed by colleagues and superiors. Concerned teachers using high quality materials make an outstanding combination. METRO can supply data gathered from these situations in the form of utilization models for use by your teachers, whether you buy or rent film.

Those responsible for making purchasing decisions regarding instructional materials should insist on having performance evaluation data in hand before any conclusions are drawn. With over 300,000 items of "instructional" material on the market, the days when an "evaluation committee" could do a comprehensive job of examining all available items are long past. This report is one source of such data and should be used as such.

We would like to call your attention to the producers and distributors who placed materials in the METRO Center for a full year of unrestricted evaluation:

	16mm Film	Building-level Materials
ACI Media, Inc.	x	x
American Educational Films	x	
Benchmark Films*	x	
BFA Educational Media	x	x
Carousel Films, Inc.	x	
Centron Films*	x	x
Churchill Films	x	
Cornerstone Productions*	x	
Coronet Instructional Media		x
Counselor Films, Inc.	x	x
Doubleday Multimedia*	x	x
Films, Inc.	x	
Guidance Associates		x
Handel Film Corporation	x	
Learning Corporation of America	x	x
LSB Productions*	x	
National Geographic Society		x
Perennial Education, Inc.	x	
Pyramid Films	x	x
Scholastic Magazines, Inc.		x
Sterling Educational Films	x	x
Weston Woods	x	x
Wombat Productions, Inc.	x	
Xerox Films	x	x

*denotes first year of participation

For your further guidance, summary statements are provided for each company. These generalizations are based on:

collected evaluative data
observations by the CREC/METRO staff
verbal comments of users (teachers)
written comments of students

They are intended to point out major strengths and weaknesses and the general user reaction to the items evaluated during the 1975-1976 school year.

CRITERIA FOR DETERMINING THE TOP 10% LISTING

Several criteria were involved in the preparation of this list. The first step was examining the totality of films evaluated and noting those which received superior overall ratings. Films receiving fewer than three (3) evaluations and those evaluated less than 30% of the times they were used were eliminated at this point, since it is felt that the information available was not sufficient for large-scale comparison. (These are indicated by a single asterisk [*] immediately preceding the title.)

Next, any film which received a clear "NO" in the "Majority Recommend Purchase" column was eliminated, since films in this category are likely to be of high quality but very limited educational applicability.

With cost-efficiency in mind, the ranges of subject applicability and suitable grade levels were considered, with wide subject or age range considered a plus factor. It should be noted that films were not eliminated because of narrow age or subject range; these ranges became most important when other factors appeared equal.

The final concrete factor considered was the number of times a film was used. This "top 10%" should be composed of films that are not only of superior quality, but which have a place in their respective curricula. Again, films were not eliminated on this basis alone.

After considering the above points, many films were still grouped so tightly that selection was not possible. At this point, individual comments, both student and teacher, verbal comments reported during the year, and the reactions and opinions of the CREC/METRO staff served to define the final listing. Even after examining all available information, according to these guidelines, there were many films still tightly grouped; for this reason, it is important to examine the top 25% lists for individual companies.

Because all films were selectively placed for evaluation to begin with, it should be noted that films not on these two lists should <u>not</u> be indiscriminately eliminated from consideration. Circumstances, needs, tastes, etc., vary widely, and the majority opinion may not always be the most valuable for any given user. The specific data on all films for a given subject area should be examined before any conclusions are reached.

Continuing a pattern which has appeared over the past several years, it once again appears that approximately 30% of the films evaluated this year can be considered outstanding for classroom use.

FILMS RATED IN THE TOP 10%

American Parade: We The Women	BFA Educational Media
Animals Are Crying	Learning Corporation of America
Birds Of The Galapagos	ACI Media, Inc.
Brown Wolf	Weston Woods
Characters In Conflict	Centron Films
Chick, Chick, Chick	Churchill Films
Eat, Drink, And Be Wary	Churchill Films
Ee Yi Ee Yi Oh	Perennial Education, Inc.
Elsa And Her Cubs	Benchmark Films
Fable Of He And She	Learning Corporation of America
Family Album	ACI Media, Inc.
Green Sea Turtle	Doubleday Multimedia
Guinea Pigs	Xerox Films
Hunger	Learning Corporation of America
Hunger In America	Carousel Films, Inc.
I'm Mad At Me	Churchill Films
Indian America	Sterling Educational Films
Iran	Pyramid Films
Make Mine Metric	Pyramid Films
My Partner, Officer Smokey	American Educational Films
My Son, Kevin	Wombat Productions
Star Spangled Banner	Pyramid Films
To Climb A Mountain	BFA Educational Media
Walter The Lazy Mouse	Sterling Educational Films
World Turned Upside Down	Films, Inc.

GUIDELINES AND PROCEDURES FOR THE PREPARATION OF DATA SHEETS

Classroom teachers in towns holding membership in METRO may borrow materials for a period of one week to use in their classrooms. Each user is required to submit a completed evaluation report on materials used at the time of their return. Other individuals are welcome to preview any available materials using facilities available within the Center itself; they may not remove materials from the Center. These individuals are also asked to report their personal reactions and opinions of materials previewed. The thousands of reports obtained through the year form the source for the data compiled in this summary.

METRO is continually reviewing and refining its evaluation instruments; the next three pages illustrate the instruments used this year for the collection of data:

Salmon Form (page 8):

This was used for approximately 90% of film bookings this year; it is the same form which was used in 1974-1975.

Green Form (page 9-10):

Approximately 9% of our evaluative data was collected by use of this form; pilot use began in March, 1976, with selected high-utilization films. The remaining 1% of information was gathered through use of two other pilot forms, both similar to the green form.

Affective Response Collection/Plotting (page 11):

This form is used not to gather opinion or critical data, but to determine the affective response of the viewer (in most cases, students) immediately after viewing a film. (This information is not made a part of the composite results, since we are not asking for critical responses.) Information obtained via this procedure is on file at METRO for certain films; as noted in the "student comments" column on the data sheets. See page 15 for further information regarding this research.

EVALUATION REPORT

TITLE _____ METRO Code _____

Check use: Preview ____ Classroom ____ Other _____
please explain

Subject taught _____ Grade level(s) _____

Please check one:

	Yes	No
*Was the information authentic?	____	____
*Was the information accurate?	____	____
*Would you use it again?	____	____
for direct correlation	____	____
as a supplement	____	____
for individual study	____	____
*Would you recommend it for purchase?	____	____
*Did the material correlate directly with your curriculum?	____	____
Should the material be used only to supplement curriculum?	____	____

For what <u>other</u> subject areas can the material be used?

What is the <u>most appropriate</u> grade level for its use? _____

What are the weaknesses and/or strengths of the material? (i.e., how could the presentation have been improved? In what way was it effective?)

What kind of student response did you get?

Among the various media you have used for instructional purposes, how would you rate the material on this scale?

Poor. . . . . .Excellent
0 1 2 3 4 5 6 7 8 9 10

*If you have answered <u>NO</u> to any of the above questions, please explain.

Additional comments:

Name _____ Date _____ School _____ Town _____

Your name_____ Date_____ School_____ Town_____

TITLE OF MEDIA_____ METRO CODE_____

Subject taught_____ Grade level (circle) K 1 2 3 4 5 6 7 8 9 10 11 12 C A

Learner type Slow___ L.D.___ Gifted___ Heterogeneous___ Other (explain)_____

Indicate order of use (1,2,3,etc.)
Preview___ Screen___ Prediscuss___ Postdiscuss___ Rescreen___

Content treatment

Overview (broad) ____
Specific (narrow) ____

Quality of material (circle)

	Poor			Excellent
Authenticity	1	2	3	4
Accuracy	1	2	3	4
Technical quality	1	2	3	4
Content	1	2	3	4

Does the material carry emotional impact? Yes__ No__
Does it have aesthetic value, style, imagination? Yes__ No__
Is it a stimulating presentation? Yes__ No__

For what subject areas can the material be used?

Suitable grade level(s) (circle) K 1 2 3 4 5 6 7 8 9 10 11 12 C A

Briefly state the purpose for which you chose this material (i.e., what did you want it to accomplish?)

How effectively did the material meet this need? not very 1—2—3—4—5 very

Could the material serve a purpose other than you described above? Yes___ No___
If so, explain.

Among the various media you have used how would you rate the material on this scale?

Poor 0—1—2—3—4—5—6—7—8—9—10 Excellent

STUDENT REACTION (circle)

	Low			High		Low			High
Interaction	1	2	3	4	Interest	1	2	3	4
Inquiry	1	2	3	4	Response	1	2	3	4
Participation	1	2	3	4	Motivation	1	2	3	4

Student comments you might wish to quote (attach them to this form if written comments are available)

ASK YOURSELF THESE QUESTIONS

Do you have the impulse to use the material again? Do you think it will stand the test of time, or is its impact related to some current situation, event, or personality? Did it change the way your students look at things? Did it deepen their understanding, give new insights? THEN, turn this page over and summarize your thoughts in the space provided.

METRO Film Reaction Sheet

Film Title _____ # _____ Your Age _____

1. Most films make a statement of some sort to the viewer. Please note (in one sentence) the message which this film gave to you.

2. Films also leave you with a feeling. Please check the one response which comes closest to describing your feeling.

_____calm	_____angered
_____irritated	_____quieted
_____"turned on"	_____discouraged
_____depressed	_____exhilarated
_____relaxed	_____"wiped out"
_____downhearted	_____inspired
_____excited	

SPECIFIC GUIDELINES FOR CERTAIN AREAS

Composite Rating:

This figure is the average of all ratings given to a film, after the deletion of the one highest and one lowest rating. These deletions are made in order to give as accurate a figure as possible, eliminating the chance of a single contrary opinion having undue effect on the composite figure. An exception to this procedure occurs where fewer than seven (7) ratings are available. In such cases, the high and the low are included, since dropping them would excessively narrow the opinion base. If a film was obviously misused, e.g., a primary film used in senior high and rated low because of "juvenile presentation," a resultant low rating will be discarded. The interpretation of "misuse" and deletion of associated ratings were left to the expertise of the analyst preparing the report.

Recommended Grade Levels:

This range is determined by weighting the number of responses received for a given level. The primary figure (unbracketed) indicates the majority determination. Where a second figure is shown in parentheses, this figure represents levels given mention by a few evaluators and indicates a secondary usage area, perhaps requiring more class preparation.

Majority Recommend Purchase:

This column indicates that 50% or more of the total number of evaluators recommended purchase. Since not all evaluators respond to every question, and the "purchase" question did not appear on the pilot evaluation form, there are some instances where a majority did not say "yes" to purchase, but there are sufficient "no responses" to make an accurate yes/no determination impossible. These situations are indicated by N.A. (not available) in this column.

EXPLANATION OF CODE USED ON DATA SHEETS

Column 2: Composite Rating

Films were rated on a scale of 1 - 10 (poor to excellent) by evaluators; this figure is the average of these ratings determined in the manner already described.

Column 5: Regions

Three classes of regions were identified; the composition of these regions by town is as follows:

Urban (U)	Suburban (S)	Rural Non-farm (R)
East Hartford	Avon	Bolton
	Bloomfield	East Granby
	Canton	Granby
	East Windsor	Hartland
	Farmington	Hebron
	Glastonbury	Marlborough
	Rocky Hill	
	Simsbury	
	South Windsor	
	Suffield	
	West Hartford	
	Wethersfield	
	Windsor	

Column 6: Level Of Schools At Which Materials Were Used Coding Is As Follows:

e - elementary	K-5	a - adult
m - middle	5-8	se - special education
j - junior high	7-9	t - technical school
s - senior high	10-12	p - private school
c - college		pa - parochial school

Column 9: Correlative Use

Indicates number of evaluators recommending a film for direct curriculum correlation.

Column 10: Supplemental Use

Indicates number of evaluators recommending a film for use as a supplement to basic curriculum.

Column 11: Majority Recommend Purchase

Indicates that a majority of the total number of evaluators responded "yes" to this question. See *SPECIFIC GUIDELINES FOR CERTAIN AREAS* for additional information and explanation of "N.A." as it applies to this column.

Column 12: Student Comments

An "x" indicates that student comments have been obtained for the film and are on file at METRO for examination. We have attempted to obtain student reactions and comments on at least one film of each participating company; comments included herein are to be considered a representative sampling of such data. These comments are not reflected in the ratings of individual titles, but do provide a source of additional information for consideration prior to purchase.

The student comments are responses to the directive, "In one sentence, state what the film said to you." Teachers were asked, via a "special request" paper inserted in the film can, to ask their students to respond before any class discussion took place. The comments, then, are indicative of the message the film alone conveyed to students, and do not show the final result of the learning process -- view, discuss, and, where appropriate, re-view.

Note:

A single asterisk (*) beside the title of a film indicates that this film was not included in the composite evaluation or considered for the top 10% and 25% listings because:

the film received fewer than three (3) evaluations,

and/or

the film was evaluated less than 30% of the number of times it was booked.

SOME NOTES ON DETERMINING AFFECTIVE RESPONSES TO FILMS

Although the bulk of the evaluative data collected by METRO concerns the factual content of films and the manner in which that content is presented, a growing concern is the affective responses of students who view these films. To take some measurement of these, a relatively simple response form has been designed to determine a student's affective, or emotional response to a film presentation; correlative to this is a method of graphing a quantity of responses in a way that will display the types and spreads of reactions, and, to a certain extent, can be used as a predictive instrument for future uses of the film.

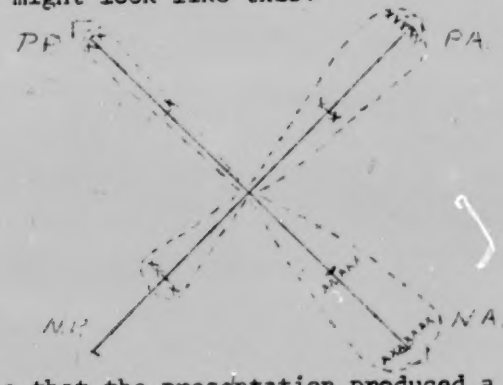
The form used is brief, requiring only two responses. The first part is a comment question, asking the viewer to state in a single sentence the message transmitted to him by the film ("What did it say to you?"). The second portion of the form asks the viewer to place a check mark next to only one of thirteen words offered; the directions are to "check the one response which comes closest to describing your feeling." The words offered are:

calm; relaxed; quieted (considered positive passive responses)
inspired; excited; exhilarated; "turned on" (considered positive active responses)
irritated; angered (considered negative active responses)
downhearted; depressed; discouraged; "wiped out" (considered negative passive responses)

The responses from the forms are tabulated in two ways:

1. The "message" responses (one sentence comments) are simply listed.
2. Word-check responses are graphed on a four-segment format, producing a "rose petal" picture of a group of responses.

A typical graph might look like this:



This graph indicates that the presentation produced a few responses in all quadrants, with the greatest number in the "negative-active" sector, followed quite closely by the "positive-active" grouping. A teacher using this film should expect that the majority of students would be irritated or angered by the film, and that almost all would have an active response. The large groupings of positive and negative active responses indicate that the film will provoke a substantial amount of dialogue.

As METRO continues to accumulate data, it may become necessary to review or modify the generalizations which appear now; but, based on eighteen months of investigation, the following statements appear valid:

1. Materials which elicit substantially similar message comments and which produce active affective word choices will produce good cognitive learning.

2. Materials eliciting diverse messages and word choices encourage active discussion.

3. One possible source of inaccurate interpretation is the shift of viewers to a passive mode for one of two reasons not wholly related to the value of the material:

   a. The presentation is dull.
   b. The content is "heavy," and becoming passive allows the student to become disinvolved and detached.

4. The responses, both message and word-check, are dependent on much more than the film alone. The teacher, the method of introduction or presentation, and other factors not inherent in the film itself can completely override the effect that the film would produce on its own. This can work both ways: a poor film can, by good teaching technique, be made effective; while a good film improperly handled, may be of little or no value to the student.

Those desiring further information on this project are referred to "Affective Responses to Teaching Films," by Charles R. Haller, in the February, 1976 issue of Educational Technology. The article is also available in the ERIC microfiche collection, ERIC #ED 110-059.

Mr. Haller is the Assistant Director of the Capitol Region Education Council, and is available by appointment for additional consultation in this area.

16mm FILMS

21

ACI MEDIA, INC.

Upper 25%

Birds Of The Galapagos
Coming Through The Rye
Family Album
Fireman, Fireman
Had You Lived Then: America 1800

ACI has continued its move into the area of literature, this year showing an emphasis on the elementary level. In addition, a strong move into the humanities area is evident at both elementary and secondary levels. Utilization of almost all films was above average. Productions continue to be of high quality, though not innovative, with close attention paid to small details. The films were used in a wide variety of disciplines, with a full range of student ages. This company's films continue to be popular with users, and received good ratings from most.

See also: *Building-level Materials*

NAME OF COMPANY: ACI Media, Inc. METRO CODE: ACI

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Had You Lived Then: America 1800 ACI f 146	8.5	20	18	S,R	e,m,j,s	18	-	-	3-6 (7-8)	11	11	✓				U.S. history, social studies, world civilization, economics
	Teacher comments: Very well done (several comments). Excellent way to show change in U.S. Served as springboard for student research on roles of colonial children. No comment made on the major role of the church.															
Art Of Age ACI f 147	7.0	6	4	S	s	4	-	-	9-12	-	1		✓			psychology, sociology, values, aging
	Teacher comments: Good presentation of one side of aging. Should have shown other side of story. Dated in relation to treatment of nursing homes. Left the viewer with a positive feeling.															
Naughty Owlet ACI f 148	7.7	19	15	S,R	e,se	8	-	1	K-3	5	10	✓			x	language arts, creative writing, affective education, entertainment
	Teacher comments: Teaches a lesson subtly. Effective entertainment for elementary special education students. Lack of dialogue made children think. Animation and color quality only fair.															
Wee Geese ACI f 149	8.0	18	15	S,R	e,s	15	-	-	K-3	5	10	✓				language arts, science, entertainment
	Teacher comments: Beautiful photography, realistic. Good for understanding of nature and animals.															
Fireman, Fireman ACI f 151	8.1	16	14	S,R	e	13	1	-	K-2	11	9	✓				reading, music, safety, social studies
	Teacher comments: Great use of sight words. Students attentive and enthusiastic. Should be a part of curriculum (6 teachers).															
Flight Of Icarus ACI f 152	5.9	16	16	U,S,R	e,m,s, pa	15	-	1	4-8 (9-12)	3	9		✓			mythology, art, literature, ancient history, film study
	Teacher comments: Story clearly explained and presented. Too "artistic" with too little detail of story. Some saw animation as "creative," but did not like it.															
Coming Through The Rye ACI f 153	8.3	12	7	S	e,j,s, pa	4	-	-	4-7	3	3	✓			x	values, guidance, child development, creative writing, religion
	Teacher comments: A true depiction of how cruel some people can be. Students became very involved, showed great empathy.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: ACI Media, Inc. METRO CODE: ACI

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Watchword: Caution ACI f 154	7.7	9	7	U,S	j,s	6	-	-	9-12 (7-8)	2	7	✓				physical education, health, safety, sociology
Teacher comments: Every girl should see this film. A bit too long. Audio near end is hard to understand. May be becoming dated because of clothing styles.																
F.D. Roosevelt: The New Deal ACI f 155	7.6	12	7	S	j,s	7	-	-	9-12 c	6	6	✓				U.S. history, economics, values
Teacher comments: Historically very accurate. Would have liked a little about Eleanor included. Recommended for purchase by 6 of 7 evaluators.																
High Steel ACI f 156	8.1	15	14	S,R	e,m,j	14	-	-	7-9 (5-6, 10-12)	5	7	✓				social studies, sociology, careers, minorities, American Indian
Teacher comments: Good for showing teamwork and interdependence. Students were enthralled and amazed.																
What Have You Done With My Country? ACI f 157	7.8	12	9	U,S	e,m,j, s,pa	9	-	-	7-12	3	7	✓				science, ecology, futuristics, Australian culture
Teacher comments: Showed changes due to increased population very well. Second half of film is very subtle in presenting its point.																
Food: Surviving The Chemical Feast ACI f 158	6.7	18	13	U,S,R	e,m,j, s,t	11	1	-	9-12 (7-8)	3	6		✓		x	home economics, consumer education, futuristics, health education, social sciences
Teacher comments: Poor sound quality (6 comments). Good for starting discussion, but seems disjointed.																
Superconductors: Tomorrow's Energy Breakthrough Is Here ACI f 159	8.2	8	7	U,S,R	e,m,j, s,t	7	-	-	9-12 (7-8)	2	4	✓				science, physics, futuristics
Teacher comments: Excellent presentation. Could have used more on the fundamental processes underlying the technology. Excellent for study at senior high and college levels, but has a very limited audience due to technical content.																
Eternal Change: Story Of A Mountain ACI f 160	8.2	9	6	S,R	e,j	6	-	-	4-12, c	2	5	✓				science, geography
Teacher comments: Excellent photography. Avalanche and volcano scenes superb. Title is too restrictive--film covers more than that. Very high student interest. Recommended for purchase by 5 of 6 evaluators.																

Explanation of code:
rating: 1----------10 poor-excellent
regions: U - urban, S - suburban, R - rural

Levels of schools:
e-elementary, m-middle, j-junior high, s-senior high, c-college, a-adult, se-special education, pa-parochial, p-private, t-technical

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: ACI Media, Inc. METRO CODE: ACI

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Malaysian River Boy	7.4	10	7	S,R	e,m,s	7	-	-	5-9 (10-12)	6	4	✓				social studies, Asian studies
ACI f 161	Teacher comments: Basically good, but lacks inspiration. Student reaction fair.															
Snow Monkeys Of Japan	8.1	19	14	S,R	e,m,s	14	-	-	6-9 (3-5, 10-12)	6	10	✓				ecology, biology, social studies, animal studies
ACI f 162	Teacher comments: Excellent content and photography. Could have contained more information (several responses). Should be longer (several responses).															
Medieval Life: The Monastery	8.0	11	5	S,R	e,m,s	5	-	-	6-12	5	2	/				social studies, world civilization, cultural studies
ACI f 163	Teacher comments: Correlates well with study of medieval society. Good photography and music. Does its job well. Recommended for purchase by 5 of 5 evaluators.															
Birds Of The Galapagos	8.7	19	15	S,R	e,m,j, s,pa	14	-	-	8-12 (4-7)	5	5			✓	x	science, biology, ecology, ornithology, evolution
ACI f 164	Teacher comments: Showed comparative adaptations well. Could have shown more interaction of species. Vocabulary a bit difficult for below senior high. Uniformly excellent student reaction.															
Old Woman	7.4	8	4	U,S	j,s	2	-	1	8-12	2	2	✓			x	film study, sociology, death
ACI f 165	Teacher comments: Animation clear and sharp. Good, but very short.															
*Alahu Akbal: Faith Of 400 Million	8.5	3	2	S	e,j	2	-	-	6-12	-	1	✓				social studies, comparative religions
ACI f 166	Teacher comments: An undramatic presentation. Students learned, but were not stimulated.															
Family Album	9.6	5	4	S	j,s,p	4	-	-	7-12	1	1	✓				driver education, film study, guidance, safety
ACI f 167	Teacher comments: Excellent technique. Combination of live action and stills very effective. Students were willing to talk and share experiences. Film reached three, irresponsible, hardened students--had an effect on them. Recommended for purchase by 4 of 4 evaluators.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
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levels of schools:
e-elementary s-senior high pa-parochial
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DNA - does not apply
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x - student comments available
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Film Title: The Naughty Owlet
METRO Code: ACI f 148

Students commenting:
Fourth grade classroom
in a rural town

- The movie told us about a fox and an owl.
- Do what your mother says.
- Learn to _____ and say things that other people, and to stay out of trouble.
- That you should pay attention!
- Don't be a naughty owlet.
- Pay attention to your mother and father.
- Don't watch TV when you could be doing something useful.
- One owl was always behind.
- The film meant to me to pay attention.
- You shouldn't put entertainment before your schoolwork.
- That an owl liked television.
- You shouldn't watch TV all the time and pay attention.

STUDENT COMMENTS

Film Title: Coming Through The Rye
METRO Code: ACI f 153

Students commenting: Library film program, grades 5 and 6, in a suburban town

- At the end when the boys broke the record player that was rotten because that kid just gave up a TV for nothing. And the boys thought they were tough.
- The movie made me feel sad and angry.
- I felt that those big kids were mean.
- Oh, I feel lousy because those rotten kids did that to that record player. I'd chase those kids and let my dog bite them.
- I feel that those kids were mean to the boy, and if I was that boy I would of smashed them in the head.
- I felt sorry for the little boy when the 3 big kids were picking on him.
- I feel like the kids were rotten to destroy the record player. That same incident happened to me with models and my sister was the bully.
- I kinda feel sad but some parts were happy. I thought it was stupid when it started playing under water.
- I felt good because the ferris wheel went around I felt like I was really on it, and my stomach started to turn. I felt sorry for the little boy when they wrecked his record player.

AMERICAN EDUCATIONAL FILMS

Upper 25%

Continents Adrift
Crucifixion Of Jesus
Depression: Blahs, Blues, And Better Days
My Partner, Officer Smokey

Once again, this company exhibits a strong emphasis on science films for intermediate to senior high use; in addition, there is a strong group of social science-guidance-values films, usable with a wide age group. While a few films were aimed at rather specific audiences, most are usable in a wide variety of subject areas. American Educational Films is relatively new to the Center; as users become more familiar with their products, utilization shows a corresponding increase. The company is multi-media in nature, producing many building-level materials. Although in past years some of these materials were at the Center, this year only 16mm films were placed for evaluation.

NAME OF COMPANY: American Educational Films

METRO CODE: A

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Young People Can Do Anything	8.0	4	5	S,R	m,j	5	-	-	7-A	1	4	✓				guidance, social studies, performing arts, minorities, teacher education
A f 24	Teacher comments: Led to great discussion. Held interest. Develops a sense of cooperation. "My black students really dug it!"															
Anti-Matter	7.7	10	8	S	m,j,s, t	7	-	-	7-12	1	4	✓				astronomy, physics, science, futuristics
A f 25	Teacher comments: Visually well-done and interesting. More detail of astronomical implications would be helpful. Much follow-up discussion is required.															
Continents Adrift	9.3	12	10	S,R	e,m,j, s	10	-	-	9-12 (6-8)	7	3	✓				earth science, social science, geology, geography
A f 26	Teacher comments: Excellent presentation. Demonstrates logical thought and scientific method. Good response from college-bound students, poor from low-level classes. Recommended for purchase by 9 of 10 evaluators.															
Metric Film	7.2	14	7	S	e,j,s	6	-	-	4-6	4	4	✓			x	math, social studies, chemistry, physics
A f 27	Teacher comments: Introduces metrics and entertains. A bit too much historical background. Positive student reaction.															
Projection 70's: Medicine	7.0	12	8	U,S	m,j,s, t	8	-	-	8-12	2	8		✓			health, futuristics, careers, social studies
A f 28	Teacher comments: Excellent supplemental material. Material will be rapidly outdated (3 responses). Requires class preparation. Should be on videotape, because of short-life subject matter.															
Crucifixion Of Jesus	8.7	13	9	U,S	e,s,pa	8	-	-	7-12	8	5	✓			x	religion, western civilization, history, sociology, film study, English
A f 29	Teacher comments: Documentary style excellent. Makes Christ a real person. Correlates with "Jesus Christ, Superstar." Objective presentation. Excellent narration. Good use of color for effect.															
Fifth Of Despair	5.6	10	5	S,R	m,j	5	-	-	9-12	3	1		✓			guidance, science, health, home economics
A f 30	Teacher comments: Does not have impact on suburban youth. Students could relate better to "closer-to-home" situations, rather than skid row.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: American Educational Films — METRO CODE: A

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Birth Of Land	6.2	8	7	U,S	e,m,j, s,pa	6	1	-	4-7	1	4		✓			geology, archaeology
A f 31	Teacher comments: Too obviously a facsimile, although one is needed to portray the entire geologic span. Students were critical of poor technique of reenactment.															
Port Noarlunga Reef	8.3	12	8	S.R	e,m,j	8	-	-	5-7	6	5	✓				science, ecology, environment
A f 32	Teacher comments: Good underwater photography. Could have contained more on the interdependence of creatures. Recommended for purchase by 7 of 8 evaluators.															
Surf	6.1	21	16	U.S.R	e,m,j,s, p,pa	6	-	3	4-6, 9-12, (7,8)	2	5		✓		x	art, photography, film study, sports, entertainment
A f 33	Teacher comments: Good photography. Boring (2 responses). Outdated visually. Too much surfing and not enough about surf. Student reaction ranged from very poor to excellent, varying with the purpose for which the film was used.															
Point Of View	8.3	7	4	S.R	e,j	4	-	-	6-12	2	2	✓				industrial arts, career education, guidance
A f 34	Teacher comments: Effective in showing artist's role in designing items. Recommended for purchase by 3 of 4 evaluators.															
Mouths Of Animals	7.6	7	8	S	e,m	5	-	-	2-6	1	2	✓			x	science, biology
A f 35	Teacher comments: Students interested in details of close-ups. Color would be an improvement.															
Mouths Of Insects	7.8	9	4	S	e,s,se	4	-	-	4-12	1	2	✓				science, biology
A f 36	Teacher comments: Good close-ups of mouths working. Ending seemed abrupt. Color would help. Over the heads of special education students.															
Wisdom Of Animals	7.2	14	11	S	e,m,j, se	11	-	-	7-10 (3-4)	5	9	✓				life science, zoology, animal behavior
A f 37	Teacher comments: Junior high special education students fascinated by film. Kindergarten class attentive. Should be in color (several comments). Recommended for purchase by 10 of 11 evaluators.															

Explanation of code:
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DNA - does not apply
NA - sufficient data not available
x - student comments available
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NAME OF COMPANY: American Educational Films METRO CODE: A

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Muscle And Culture A f 38	5.0	12	9	U.S.R	e,j,s, se	9	-	-	7-12	1	4		/		x	physical education, anthropology, social sciences
	Teacher comments: Artistically interesting. Too brief. Should be more on muscles.															
Depression: Blahs, Blues, And Better Days A f 39	8.9	14	9	S	j,s,pa	8	-	-	10-12 (7-9)	6	6	/			x	psychology, mental health, guidance
	Teacher comments: Very factual. Deals well with real problems. Very well received by students. Could have gone into more detail. Could be used for teacher education. Recommended for purchase by 7 of 9 evaluators.															
My Partner, Officer Smokey A f 40	9.3	13	11	S.R	e,m,se	10	-	-	4-6 (1-3)	8	7	/				language arts, social studies, values, guidance
	Teacher comments: Correlates with unit on law. Excellent student response at elementary levels, not well received by grades 7 and 8. Students are guided through and brought into film by the dialogue. Recommended for purchase by 9 of 11 evaluators.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
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levels of schools:
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STUDENT COMMENTS

Film Title: Crucifixion Of Jesus
METRO Code: A f 29

Students commenting:
Ninth grade classroom
in a suburban town

- I didn't get a complete religious thing about the film, but it said to me that Jesus gave his life for the people. So maybe they would remember him and follow what he taught.
- I thought that it was a historical reenactment and it was religious.
- It said how cruel people were to crucify someone cause of his belief and it was probably because they feared him.
- It told me about Jesus' life on earth. I really liked it.
- I thought that the film said that there might not of been a Jesus, that it was just a man, but I think that he was Jesus.
- I thought it was really good and that how could the people be so mean that they condemned a man without knowing what he was doing. Man was very selfish then and still is now.
- That people sometimes misinterpret what other people are trying to put across to one another. Then they end up hurting someone for no reason.
- It makes me sad to think people won't stay with their beliefs.
- This film to me is very frightening and very gross.
- The film said that people can be faithful and honest to something they believe in.
- The film looked like it was made in their time. It seemed like a true story.
- I didn't get anything out of it. I've seen movies like this so many times that it doesn't mean so much to me.

Film Title: *Depression: Blahs, Blues, And Better Days*
METRO Code: *A f 39*

Students commenting: *Literature class, Suburban high school*

- The film was about the different stages of depression, the effects, and the help and treatment for it.
- Depression: feeling that you don't have a purpose. Life is going wrong for you. You're sad and feeling down.
- When you're depressed the worst thing to do is to clam up and shut yourself away from friends and life.
- The film tried to stress the importance of noticing depression in others and possibly seeking help.
- Depression can usually be helped.
- The main point being made is that depression happens to everybody. But that some depression is more serious than others.
- This film to me said that you're not just alone having problems, that most everybody experiences the blues.
- If you get depressed, seek help or you will either be arrested or commit suicide.
- Everybody has bad days but they come and go, before you know it.
- I could relate to the movie. And I know a lot of people who have one of those depressions. And I know myself I've felt the way the movie describes it.
- That everyone gets depressed at sometime in their life. And that the worst thing to do is ignore it, and hope it will go away.

BENCHMARK FILMS

Upper 25%

Elsa And Her Cubs
Move

In its first year as a participant in METRO, this company chose to place a limited number of films for evaluation; these covered a great diversity of subject areas, making identification of particular strengths or weaknesses difficult. Based on the limited data available, there is strength in the humanities area, with the greatest number of subject area recommendations coming in art, film study, sociology, and language arts. Utilization seemed slightly below average, but this is inherent in a company new to the Center. There are positive indications that utilization will increase as users become more familiar with the company. In this regard, it should be noted that Elsa And Her Cubs received extremely heavy utilization, and was rated a favorite with young audiences.

NAME OF COMPANY: Benchmark Films METRO CODE: B

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Fine Feathers B f 1	7.7	14	6	S,R	e,m,s, se	5	-	1	K-6	3	3	✓				science, language arts
Teacher comments: Adaptable to many uses. Children wrote good stories after viewing.																
How To Kill B f 2	5.3	9	8	U,S	j,s,c	5	-	2	9-12, c,a	1	4		✓	-		art, film study, philosophy, sociology, religion
Teacher comments: Good for values discussion. Sound difficult to understand. Could be done as well with filmstrip or slides, at lower cost.																
Move B f 3	8.6	10	7	U,S,R	e,s	6	-	1	4-6 (all)	4	7	✓				art, film study, teacher education
Teacher comments: Excellent introductory film. Very good for film study. Recommended for purchase by 6 of 7 evaluators.																
The Hoarder B f 4	6.3	12	6	U,S	e,j,s, se	4	-	1	K-5	-	3	✓				art, English, film study, values clarification
Teacher comments: Provocative short fable, good for discussion. Color in some sections is poor. Stimulated good "thought" questions.																
Elsa And Her Cubs B f 5	8.4	23	12	S,R	e,m	7	-	-	3-7 (8-9)	2	4			✓		social studies, ecology, language arts, science
Teacher comments: Good motivational tool. Could contain more factual information. Well made and presented, but effectiveness diminished somewhat by recent TV series.																
Clothing And Fashion B f 6	7.3	5	6	S	e,j,s, t	6	-	-	9-12, c,a	1	2	✓				home economics, cultural studies, art, western civilization, fashion design
Teacher comments: Should be used only with advanced students who have some background. Very limited audience. Humor too subtle for younger audiences. Ends in 1960's, needs sequel to update and complete.																
My Childhood B f 7	8.0	4	5	S	j,s	5	-	-	9-12	4	1	✓				sociology, minorities, political science. English
Teacher comments: Effective emotional impact. Good for writing assignments on comparison. Part 2 better than part 1. Recommended for purchase by 5 of 5 evaluators.																

Explanation of code:
rating: 1----------10 poor-excellent
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BFA EDUCATIONAL MEDIA

Upper 25%

American Parade: We The Women
Conflicts In American Values: Urban And Rural Viewpoints
Human Images: What Is The Good Life?
It's New, It's Neat, It's Obsolete
To Climb A Mountain
Young Women In Sports

These films cover a full range of ages and are useable in many subject areas. The major emphasis is in the humanities at the secondary level. There are also three films in the area of physical education which were well received. Most films received praise for high technical quality. Utilization was, with a few exceptions, average to well above average; ratings on most were above average. BFA continues to add to its already extensive catalogue, offering material for almost all subject areas. Special praise was received by this company for their attention to peripheral items, such as packaging and study guides.

See also: *Building-level Materials*

NAME OF COMPANY: BFA Educational Media METRO CODE: FA

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	Material is authentic/ accurate: No	Material is authentic/ accurate: DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	Majority recommended purchase: No	Majority recommended purchase: NA	Student comments	Subject areas for possible use
How Many Ways Do We Grow?	6.7	9	7	S	e,m,j	6	-	-	5-8	3	4	✓			x	family life, health
FA f 329	Teacher comments: Up-to-date. Better as follow-up than as introduction. Not enough depth--didn't cover very many ways of growth. Too many girls, not enough boys.															
Guidance For The '70's: Putting Yourself Together	6.9	11	5	U,S	m,j,s	5	-	-	8-12	2	2	✓				guidance, family life, values
FA f 330	Teacher comments: Format dull--hard for students to pay attention (2 comments). Material covered is excellent. Voices sound muffled.															
Human Images: What Is The Good Life?	8.3	15	11	S,R	j,s	10	-	-	9-12 c,a	9	5	✓			x	values, social studies, religion, human relations
FA f 331	Teacher comments: Good short version of attitudes of the 70's. Up-to-date. Somewhat disjointed. Students' reactions from fair to very good.															
Man And The State: Hamilton And Jeffersdn On Democracy	7.7	7	7	S	e,s	7	-	-	7-12	4	6	✓				civics, political science
FA f 332	Teacher comments: Showed necessity for political compromise. Motivated slower students. Shows Jefferson as a human being.															
Metrics For Measure	7.5	14	9	S,R	e,j	8	-	-	4-12	6	6	✓				math, science
FA f 333	Teacher comments: Repetition very effective. Good student response. Conversion of "inch-worm" to "meter-worm" very well appreciated. Good for introduction or summary.															
Volleyball: Dig It	8.7	12	6	S,R	e,s	6	-	-	5-12	4	5	✓				physical education
FA f 334	Teacher comments: Good information, well-presented. Would have liked more action shots of actual games.															
Young Women In Sports	8.8	17	11	S,R	e,m,j,s, t,pa	11	-	-	7-12 (3-6)	4	7	✓				phsyical education, women in literature
FA f 335	Teacher comments: Well-rounded view of girls' sports. Good use of color and music. Narration not too clear (sound quality). Up-to-date.															

Explanation of code:

rating: 1----------10, poor-excellent

regions: U - urban
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DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: BFA Educational Media METRO CODE: FA

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	Material is authentic/ accurate: No	Material is authentic/ accurate: DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	Majority recommended purchase: No	Majority recommended purchase: NA	Student comments	Subject areas for possible use
Water Safety: An Introduction FA f 336	7.3	4	3	S,R	e,j	3	-	-	1-6	1	1	/				physical education
	Teacher comments: Dramatic. Correlates well with curriculum.															
Language Without Words FA f 337	7.6	11	9	S	e,j,s, pa,t	9	-	-	6-12	2	8	/				language arts, communications, sociology, group guidance, psychology, religion
	Teacher comments: Illustrates importance of non-verbal communication. Up-to-date visually. Not enough depth. Best use is in communications units.															
A Member Of Society FA f 338	6.6	7	8	U,S	j,s,t, p	8	-	-	7-12	3	6	/				social studies, anthropology, sociology, psychology
	Teacher comments: Correlation between people and animals was weak. Lacks enthusiasm. Incomplete. Teacher's guide adds nothing to the film.															
Parents FA f 339	6.5	6	4	S	j,s	3	-	-	7-12	3	3	/				family life, child development, psychology
	Teacher comments: Stresses responsibility of parenthood. Gets off the track, and so is incomplete.															
Attraction Of Gravity FA f 340	8.5	5	4	U,S	j	4	-	-	7-9	1	1	✓				science
	Teacher comments: Good on basics of gravity. Too short.															
Science: New Frontiers Series: Hungry World FA f 341	8.5	10	8	S,R	m,j,s	8	-	-	7-12	7	3	✓				science, social studies, futuristics, consumer education
	Teacher comments: Current viewpoint. Thought-provoking. Presented facts without bogging down in them. Recommended for purchase by 7 of 8 evaluators.															
Shanghai: The New China FA f 342	8.1	16	10	S,R	m,j,s	9	-	-	8-12	6	3	✓				social studies, geography, current affairs, urban studies, Asian studies
	Teacher comments: Good picture of China today. Stimulated students.															

Explanation of code:
rating: 1----------10 poor-excellent
regions: U - urban S - suburban R - rural

levels of schools: e-elementary s-senior high pa-parochial m-middle c-college p-private j-junior high a-adult t-technical se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: BFA Educational Media METRO CODE: FA

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Bill Of Rights In Action: Juvenile Law FA f 343	7.9	16*	12	U,S,R	e,j,s, pa,t	12	-	-	7-12	5	3	✓				values, history, civics, law
	Teacher comments: Somewhat wordy. Provokes excellent discussions.															
Conflicts In American Values: Urban And Rural Viewpoints FA f 344	8.4	11	9	S,R	j,s,pa, p	9	-	-	10-12 (7-9)	7	6	✓				values, futuristics, sociology, history
	Teacher comments: Visually appealing. Could have used greater depth of interviews. Complete. Compares old and new. Recommended for purchase by 9 of 9 evaluators.															
American Parade: We The Women FA f 345	9.4	17	15	S	m,j,s, pa	14	-	-	10-12 (7-9)	11	10	✓			x	humanities, social studies, women's studies, sociology, history, current affairs
	Teacher comments: Very current. Best film on women's rights I've seen. Fast-paced and appealing. Technically very good. Provoked some jealous comments from male students--great for discussion. Recommended for purchase by 14 of 15 evaluators.															
To Climb A Mountain FA f 346	8.9	20	15	S,R	e,m,j,s, pa, se	11	-	1	4-12, c,a	6	7			✓	x	sociology, values, psychology, special education, physical education
	Teacher comments: Straightforward and honest. Good for writing assignments. Gives a sense of pride and accomplishment. Inspiration to parents of visually impaired students.															
A Kite Tale FA f 347	7.7	15	13	U,S,R	e	11	-	1	2-5	4	9	✓				art, film study, social studies, language arts
	Teacher comments: Good story. Kite-making excellent. Takes too long to reach "meat" of story. Characters good.															
It's New, It's Neat, It's Obsolete FA f 348	8.3	17	13	U,S	m,j,s, t,p	12	-	-	9-12, (5-8)	7	8	✓			x	consumer education, home economics, social studies
	Teacher comments: Very effective with concept of planned obsolescence. Colorful and fast-moving. Pace too fast for some. Informative and entertaining.															
Paul Revere's Ride FA f 349	8.3	18	14	U,S,R	e,m,j, pa	14	-	-	5-12	5	7	✓				history, English, literature
	Teacher comments: A strong documentary. Current personalities give realistic approach to history. Recommended for purchase by 12 of 14 evaluators.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: BFA Educational Media METRO CODE: FA

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
American Revolution: Conversation With Lord North FA f 357	6.9	20	12	U,S,R	e,m,s, pa	12	-	-	8-12, c,a	2		/				history, government
Teacher comments: Difficult film for high school and below. Background information necessary. Technically good. Too much "interviewing" -- not "conversing".																
Teacher comments:																
Teacher comments:																
Teacher comments:																
Teacher comments:																
Teacher comments:																

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
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se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

STUDENT COMMENTS

Film Title: American Parade: We The Women
METRO Code: FA f 345

Students commenting: Beauty Culture class, grades 10-12, suburban technical high school

- I saw how the women have progressed from being slaves of men to equals.
- Some of the women have progress but others have not I think that we should all have our equal rights or let us women alone.
- I enjoyed the film because it showed how women fought like dogs to get what they wanted. And it was all worth while. It showed the way things used to be with women treated like dirt and men treated like a god.
- I found out that women have come a long way. They had to put up a good fight but they still have a long way to go before they are considered equal to men.
- Women have progressed and they are equal to men.
- Well, it was great cause it's really something about us women cause men aren't the only ones who can go out and work outside of home. Women have progressed and are equal to man.
- I think that the way women could speak out as they wished was good. It was educational to what's going on today.
- I think it was very good because it was based on the woman as a whole and what they wanted. And that is the way it still is today and years to come.

STUDENT COMMENTS

Film Title: It's New, It's Neat, It's Obsolete
METRO Code: FA f 348

Students commenting: Suburban junior high school class

- To buy good quality things and to inspect the things you buy.
- I learned about comparing different things. That you make sure that you don't get a clunk.
- To buy old things not new because the old is built better.
- Don't buy new cars buy old cars and fix it up, and try to get better batteries that last longer.
- Don't buy things that is new, buy things old.
- Don't buy things that are cheap, don't buy things that are out of style, don't pay for cars that have great paint jobs, I think your show was really good.
- Not to buy gimmicks, because there are always changing the fashion. To buy things that will last longer, and to get a lot of quality. Like the razor, when it got not sharp you sharpen it with a leather strap, and look at all these gimmicks?
- I agree with Louie. For one thing salesmen should tell the truth and second, buy things that won't wear out right away.
- You don't need a fancy car with push buttons this and compartments that, which my father calls a lazy man's car.
- I think it was a good movie because it showed that people get suckered in by gimmicks.
- It's better to buy something simple that will last, than to buy something fancy that won't last. Don't buy too much to be in style because the style changes fast.
- Look for quality, buy new cars and new everything. Never buy used stuff because it's no good, it breaks down in a couple of months.
- It means to me to buy a car dealer and make sure you have good cars.
- Not to spend your money on cheap things, or don't buy the most popular thing in the world. Or you don't have to buy something beautiful just to show off. Buy something reasonable, don't buy junk.
- I think that the film was good and they should have more films like it. It really is true about what they said about gimmicks, etc. Stores like that sell things that were on the film, they should see it and see what people think off their products.

CAROUSEL FILMS, INC.

Upper 25%

Christmas In Appalachia
Hunger In America
No Hiding Place

Carousel's major emphasis continues to be the area of social science, with nine of the ten preview films this year receiving recommendations for use in that area. Other suggested disciplines are film study, earth science, and history. Utilization varied widely, from very low to well above average. Recommended grade levels for almost all films were from grades 7 to 12, with some restricted to senior high and above. Ratings were average to well above average, with the documentary films (25% above) rating highest. A definite factor in some ratings was dated films -- visually and stylistically. While these are often valuable in certain specific, rather narrow, applications, offering them for general classroom use will usually result in poor acceptance. It should be noted that Carousel is a distributor, not a producer, of films.

NAME OF COMPANY: Carousel Films, Inc. METRO CODE: C

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
A Sense Of Privilege	6.8	15	11	S,R	e,m,j, s,pa	7	-	-	7-12 (4-6)	4	3			✓	x	science, ecology, social studies
C f 35	Teacher comments: Teacher's guide should be enclosed with film. Good animation. Parts of narration difficult to understand.															
Hey Doc	5.8	8	4	S	j,s	4	-	-	9-12	1	2	✓				social studies, sociology, human relations
C f 36	Teacher comments: Portrayal of ghetto life is good. Not appropriate for "lily white" community--students have difficulty identifying.															
*Vejen	7.5	2	2	S	j,pa	2	-	-	7-12 c,a	2	2	✓				social studies, world religions, philosophy, Far East studies
C f 37	Teacher comments: Students (grade 8) were very attentive. Appeals to only a narrow audience.															
Hunger In America	8.3	17	18	U,S	e,j,s, pa	15	1	-	9-12 c,a (7-8)	7	6	✓			x	social studies, sociology, current affairs
C f 38	Teacher comments: Produced in 1968--not all Federal programs mentioned are still functioning. Statements were clearly documented. An eye-opener. Students were amazed and appalled. Promotes emotional discussions. Age of film must be considered when using.															
Christmas In Appalachia	7.6	10	8	S	e,j,s	7	-	-	7-12 c,a	5	5	✓			x	sociology, economics, social studies, current affairs, U.S. history
C f 39	Teacher comments: Strong portrayal of stark, barren Christmas. Does excellent job of honestly portraying the situation. A honest documentary.															
Secrets Of A Volcano	6.3	16	11	U,S,R	e,j,s, pa	10	-	-	6-12	9	8		✓			earth science, geology, film study
C f 40	Teacher comments: Content and style of presentation very good. Footage is very old (several comments). 1958 black-and-white film lacks impact it would have in color. Photography is excellent.															
Act Of Faith	5.5	8	4	S	s	4	-	-	10-12, c	2	3	✓				history, ethics, religion
C f 41	Teacher comments: Historically accurate. Too much dialogue. Technical quality low.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Carousel Films, Inc. METRO CODE: C

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
New Deal C f 42	6.7	5	3	S	j,s,pa	3	-	-	9-12	3	3	/				U.S. history, sociology
	Teacher comments: Effective presentation. Good student reaction.															
Pillar Of Wisdom C f 43	7.8	4	4	S	e,s	4	-	-	11-12, c	2	3	/				sociology, guidance, film study
	Teacher comments: Excellent satire. Students grasped concept of peer pressure. Needs discussion and interpretation. Well shot and edited. Parallel structure is good. Good sound track.															
No Hiding Place C f 44	7.7	10	7	S	j,s	6	-	-	11-12	5	4	✓				sociology, Black studies, guidance
	Teacher comments: Could use some stronger case studies. Students identified with characters. Should be used only with mature groups. Recommended for purchase by 7 of 7 evaluators.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
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levels of schools:
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STUDENT COMMENTS

Film Title: Christmas In Appalachia
METRO Code: C f 39

Students commenting: Behavioral Science class, grade 12, suburban high school

- How poor people try to live in the mountains.
- That there isn't really any Christmas in the Appalachians.
- There are people in this world who are less fortunate than others.
- Where there are starving people, there is no plenty.
- No hope for the future.
- They should spend more money on these people rather than wasting money on people who don't care.
- The poor are a lot worse off than most people realize. There is no chance for them to get ahead.
- The film said that there are some people who don't have what others take for granted, as with Christmas.
- Some people aren't as fortunate as Middle Class Americans, they're hardly surviving, they need help or else they will die or go on "living" as they are.
- How poor people live and how bad it is for them and how they live.
- The film showed that even though this is supposed to be a land of opportunity and wealth, there are still many people who can't find a job or anything and they are barely staying alive.
- This film has proved that there is poverty in the United States of America. These people could be helped if only people would stop to think about other people and not themselves.
- The people really don't care about giving gifts, and they never speak of Santa Claus. They are happy just being together, which is great.
- It was true, but what do you want us to do about it?
- It told me that compared to these people, I'm rich.
- That more people should be willing to give than receive. I feel that most people are willing, but don't know how.
- Poor people who are barely surviving.
- This film is about the hard working people in Appalachia, and how little they get paid. Mostly it was about all the children who don't know much difference between Christmas and an ordinary day.
- This film said that all Americans are not well off and that there are still many poor that are ignored.

CENTRON FILMS

Upper 25%

Characters In Conflict
Emerging Eskimo
John's Train
Poetry For Fun: Dares And Dreams

These films cover the entire age range, with emphasis appearing to be junior high and above. They are, for the most part, aimed at quite specific subject areas. Almost all were commended for their production quality, with photography and clarity of content singled out frequently. Approximately one-half of the films received above average utilization, with the remainder receiving slightly below average use. Ratings were somewhat above average in most cases. History, art, and sociology seem to be the main emphasis here, but the disciplinary spread is wide. Almost all were recommended as good "discussion" films. It should be mentioned that this was Centron's first year with METRO, yet they drew the utilization and ratings that are often difficult for a company to achieve until users have had time to "discover" them.

See also: *Building-level Materials*

NAME OF COMPANY: Centron Films **METRO CODE:** CE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Teenagers Create An Animated Film CE f 13	7.1	18	11	U,S,R	e,m,j, s,pa	11	-	-	5-9 (10-12)	4	2			✓		filmmaking, art, humanities
	Teacher comments: Doesn't show enough about animation styles or techniques. Provided stimulus for student projects. Seems geared to younger (below senior high) audiences.															
Sir Johnny On-The-Spot	7.3	13	11	S,R	e	7	-	3	K-3	2	7		✓			art, language arts, entertainment
	Teacher comments: Good story. Excellent puppetry. Children were able to understand the need to be on time. Colorful and fast-moving.															
It's All Music CE f 15	6.5	14	10	S,R	e,m,s, pa	9	-	-	9-12 (4-8, c,a)	2	6	✓				music
	Teacher comments: Too long. Boring to students and teacher. Gives overall picture of all kinds of music. Other ways of presenting rock, folk, and classical could have been used. Not impressed with choice of performers.															
Characters In Conflict CE f 16	9.0	9	4	S,R	e,m	4	-	-	7-12	2	3	✓				English, creative writing, literature
	Teacher comments: Excellent and up-to-date. Developed ideas in an organized manner and presented them effectively.															
Who Pays The Fiddler? CE f 17	7.6	10	5	S	j,s,se	5	-	-	10-12	3	3	✓			x	family life, sociology
	Teacher comments: Accurate portrayal of a dilemma. Not enough options discussed. Student reaction about equally divided between "good" and "negative."															
Crusades (1095-1291) CE f 18	7.0	10	4	S,R	m,s	4	-	-	9-10	4	3	✓				history, religion
	Teacher comments: Very factual, but not too creative. Good to present basic framework or as summary. Vocabulary a little difficult for some in grades 9-10.															
Italian Renaissance: Its Mind And Its Soul CE f 19	7.1	9	5	S,R	j,s,p	5	-	-	10-12	1	2	✓				art, history, social studies
	Teacher comments: Overall, very good, but a bit difficult for junior high, although students reacted very well. Use of study guide very important. Recommended for purchase by 4 of 5 evaluators.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Centron Films METRO CODE: CE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Age Of Exploration And Expansion CE f 20	8.0	7	6	S,R	s	6	-	-	8-12 (c,a)	6	3	✓				history
	Teacher comments: Good use of stills in producing. Smooth presentation by narrator. Recommended for purchase by 6 of 6 evaluators.															
John's Train CE f 21	8.1	12	10	U,S,R	e,j,s	7	-	3	6-12, c,a	4	5	✓			x	English, film study, history, aging, family life, values, creative writing, transportation
	Teacher comments: Technically well done. Good use of mixture of color and black-and-white. Some special effects tend to be overdone. Study guide should be re-written to emphasize content, not technique, since content is excellent.															
Majority Minority CE f 22	7.9	7	4	S	s	4	-	-	10-12 (c)	3	3	✓				political science, sociology, social studies, values
	Teacher comments: Excellent discussion provoker. Some captions hard to read on dark background. Good reaction from students, especially upper middle-class.															
Emerging Eskimo CE f 23	8.0	10	7	S,R	e,m,s	7	-	-	4-8 (9-12)	5	5	✓				American history, sociology, social studies
	Teacher comments: Good explanations. Narrator a bit too fast. Correlates well with grade 5 MACOS program. Recommended for purchase by 7 of 7 evaluators.															
Peanuts And The Peanut Butter Plant CE f 24	7.6	16	13	S,R	e,se	12	-	-	1-6	7	10			✓	x	science, social studies, nutrition
	Teacher comments: Good information, but lacks enthusiasm. Good student response--were surprised about how little they knew about peanuts.															
They CE f 25	6.8	13	11	S,R	e,m,s,t	6	-	1	8-12	1	3		✓		x	sociology, psychology, values
	Teacher comments: (Note: user opinions greatly polarized) Dialogue: effective in its simplicity. Much too slick and preachy. Very well done. Good content but weak presentation. Promotes good discussions. Some students totally confused.															
Poetry For Fun: Dares And Dreams CE f 26	8.4	16	12	S,R	e,m,j, pa	9	-	1	3-6 (1-2)	9	6	✓				poetry, reading, art
	Teacher comments: Short, concise segments were good. Good variety of readers and filming techniques.															

Explanation of code:
rating: 1----------10 poor-excellent
regions: U - urban, S - suburban, R - rural
levels of schools: e-elementary, m-middle, j-junior high, s-senior high, c-college, a-adult, se-special education, pa-parochial, p-private, t-technical
DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Centron Films METRO CODE: CE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Populations	8.2	7	6	S	e,m,s,t	5	-	-	6-12	3	4	✓			x	science, sociology, ecology
	Teacher comments: Vocabulary explained clearly. Good solid presentation. Good photography.															
CE f 27																
Bike-Wise, To Be Sure	8.0	8	5	S,R	e,m,s, se	5	-	-	4-8	2	4			✓		health, safety, sports
	Teacher comments: Good simple language. Students understood all content.															
CE f 28																
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
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levels of schools:
e-elementary s-senior high pa-parochial
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DNA - does not apply
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STUDENT COMMENTS

Film Title: John's Train
METRO Code: CE f 21

Students commenting: Suburban high school class

- I like the way the film had only voices in the background as opposed to acting.
- Interesting but sad.
- Disliked the style.
- It was good but it was kind of weird.
- Interesting and brought forth its point quite well.
- It was different, but I liked it.
- It was hard to follow.
- It wasn't bad.
- Did not appeal to me.
- Very poor.
- I didn't like it very much.
- Enjoyed the film. The techniques in showing the two points of view were good.
- One of the best as far as telling more than a story. Good use of photography.

STUDENT COMMENTS

Film Title: They
METRO Code: CE f 25

Students commenting: Suburban high school class

- The movie meant to me that someday we won't break off into different groups and look at the others differently.
- We're willing to see what we want to see, and what we don't want to, we don't see.
- There are a lot of different people in the world, and if everyone would forget about prejudices and differences, then everyone could be one.
- As you grow you will be going or dividing up into groups, and deep down you sort of fear and don't see the other group around you as they really are.
- We shouldn't classify people as different, just because we don't know them, and they seem odd to us.
- This film told me as a person that all people are equal, and although they may seem different, they are only different because of our own ignorance.

CHURCHILL FILMS

Upper 25%

Chick, Chick, Chick
Climb
Eat, Drink, And Be Wary
"Feelings" Series:
I'm Feeling Alone
I'm Feeling Sad
I'm Feeling Scared
I'm Mad At Me

A large majority of these films are designed for use at the primary and elementary levels, with emphasis on health, guidance, and personal feelings; the remainder are recommended for a wide variety of subject areas at the junior high to college and adult levels. The films show evidence of much careful thought and planning in production, and continue Churchill's trend toward creative production techniques, which was noted last year. Utilization was very high on almost all films, and, with two exceptions, all were rated average to very high.

NAME OF COMPANY: Churchill Films METRO CODE: CH

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
The Eating Feel Good Movie	7.1	16	12	S,R	e	11	-	-	K-2	3	4	✓				health, nutrition, social studies
CH f 181	Teacher comments: Seemed too "silly." Black-and-white flashes need to be explained. Good student reactions. Hard to hear singing at start.															
The Sleeping Feel Good Movie	7.6	18	11	S,R	e	10	-	1	K-2	7	8	✓				health, social studies
CH f 182	Teacher comments: Could be longer and have more depth. Effective use of children. Entertaining, but useful only if sleeping is a problem.															
The Washing Feel Good Movie	6.1	14	9	S	e	6	-	1	K-2	4	4		✓		x	science, discussion groups
CH f 183	Teacher comments: Had child appeal. Narration bad. Film accomplishes opposite of title--shows that getting dirty is fun. Technically poor. Children realized getting clean is good.															
I'm Feeling Alone	8.2	20	12	S,R	e	12	-	-	K-3	9	5	✓				guidance, health, language arts
CH f 184	Teacher comments: Realistic. Good discussion followed showing. Very helpful to students. Could be longer.															
I'm Feeling Sad	8.7	21	19	U,S,R	e,s	18	-	1	K-4 (5-6)	13	8	✓				mental health, guidance, child development, creative writing
CH f 185	Teacher comments: Music (song) excellent. Content excellent--complete and true. Realistic and meaningful to children. Pre-title song may be repetitious if using several films from "Feelings" series--could be shorter.															
I'm Feeling Scared	8.7	23	13	S,R	e	12	-	-	K-4	10	5	✓			x	guidance, family life, social studies
CH f 186	Teacher comments: Well done. Very realistic situations. Good viewer identification.															
I'm Mad At Me	9.5	21	15	U,S,R	e	15	-	-	K-4	12	7	✓				self-concept, family life
CH f 187	Teacher comments: Relevant to students' experiences. Plan to show film to parents. Children unbelieveably attentive and responsive. Recommended for purchase by 13 of 15 evaluators.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Churchill Films METRO CODE: CH

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
I'm Mad At You	8.3	20	15	S,R	e	15	-	-	K-3	9	6	✓				health, guidance, self-concept
CH f 188	Teacher comments: Students related well to film. Goes well with DUSO program (grade 1). Good, but not as good as "I'm Mad At Me." Recommended for purchase by 13 of 15 evaluators.															
Climb	8.4	21	20	U,S,R	e,j,s,p	18	-	1	8-12 c,a (4-7)	6	10	✓				language arts, social studies, film study, values, guidance, physical education
CH f 189	Teacher comments: Limitless possibilities for use. Low-key narration effective. Music added little. Exciting and provoking. Emotionally draining. Excellent student reactions and discussions.															
Crystallization	2.9	12	8	U,S	j,s,t, pa	6	1	-	8-12	2	3		✓			art
CH f 190	Teacher comments: Insufficient information for use in science (6 comments). Artistic, not scientific (4 comments). Note: highest rating came from a film study/making teacher.															
Goodbye Billy America Goes To War, 1917-18	7.7	16	13	S,R	m,j,s,t, pa	12	-	-	9-12 c,a	10	6	✓				history, sociology, film stud.
CH f 191	Teacher comments: Teacher's guide excellent. Authentic footage and sound excellent. Technically superb. Requires student preparation (not an introductory film). Moves too fast for some students.															
The Hideout	6.6	14	12	S,R	e	7	-	1	1-6	3	7			✓	x	guidance, social studies, values
CH f 192	Teacher comments: Good student discussions followed viewing. Some dialogue hard to understand. A little long in getting to the point.															
Little Train, Little Train	7.9	14	11	S,R	e,s	11	-	-	K-4	6	7	✓				language arts, social studies, music
CH f 193	Teacher comments: Imaginative, colorful, and clever. Song was effective. Background information on importance of train necessary.															
One Old Man	8.6	15	7	U,S	e,j,s, pa	7	-	-	7-12	5	3	✓			x	humanities, sociology, psychology, film study, death
CH f 194	Teacher comments: Very empathetic. Good use of close-ups. Sound not good in spots. Accurate portrayal of plight of elderly. Recommended for purchase by 6 of 7 evaluators.															

Explanation of code:

rating: 1----------10 poor-excellent

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levels of schools:
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m-middle c-college p-private
j-junior high a-adult t-technical

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite

NAME OF COMPANY: Churchill Films METRO CODE: CH

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Cloudmaker	8.5	17	11	S,R	e,m,j,s, p	5	-	-	7-12, c,a	2	5	✓			x	sociology, psychology, creative writing
CH f 196	Teacher comments: Excellent animation and deep message. Creatively outstanding. Very "heavy" discussion film. Wide range of usage possible.															
Chick, Chick, Chick	9.6	16	11	U,S,R	e,se	11	-	-	K-6	8	6	/				science, social studies, language arts, music
CH f 197	Teacher comments: Excellent in all respects. Motivates creativity. Students enthusiastic. Music delightful. Recommended for purchase by 9 of 11 evaluators.															
Dogs	7.2	17	15	U,S,R	e,j,se	15	-	-	K-6	5	7	✓				animal study, art, language arts
CH f 198	Teacher comments: Not a very complete statement about dogs. Good techniques, especially slow motion shots. Birth of puppies well done.															
Eat, Drink, And Be Wary	9.2	18	19	S,R	e,m,s,t, p,pa	10	-	-	7-12, c,a (4-6)	7	7			✓	x	advertising, health, home economics, nutrition, consumer education
CH f 199	Teacher comments: Loaded with information. Good, solid production. Lively and entertaining while hitting home with the truth.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
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STUDENT COMMENTS

Film Title: *The Washing-Feel Good Movie*
METRO Code: *CH f 183*

Students commenting:
Health class, grade 1,
in a rural town

- I like to play in the dirt and then leave it and clean up.
- It's fun to get dirty and it's fun to get cleaned up.
- Sometimes I go in the dirt and like to get dirty but mostly I like to get clean.
- I always take a bath every night.
- When we were painting inside a shack I painted on Bobby.
- I hate to be dirty but I like to be clean.
- It's good to brush your teeth cause your mouth feels good.
- It's good to wash and get clean.

STUDENT COMMENTS

Film Title: Eat, Drink, And Be Wary
METRO Code: CH f 199

Students commenting: Science class, grades 7 and 8, in a rural town

- It makes a very good strong point, it gave a lot of good information, good persuasions, healthy tips, overall a good film.
- I like watching movies like that because the wheat is good for you.
- It is good because it lets you see what is good and bad and what chemicals are harmful and how much is spent on advertisements.
- How come if some food is dangerous to our health that they keep on making it, and how come most of the food is what we like. Is that why some people are very heavy, because they eat most of the food with lots of sweets?
- The movie should be shown to more people. It was fun to watch and proved a point.
- The movie gave me ideas for when my mother goes shopping. I can tell her what is good for me, and what is bad for us, for instance, sugar is bad for the teeth and you need some sugar, but not too much.
- It was very interesting and now I know what I'm eating and I did not know how much sugar I was eating and drinking just thinking about all of this sugar makes me sick.
- The movie made you feel guilty about eating. It makes you feel like going home and cleaning out your cupboards.

COUNSELOR FILMS, INC.

Upper 25%

I Wish I Were
(Parts A,B,C,D)

Of the three films placed for evaluation this year, two are specific in their intended audience, while the third is a four-part career overview. All three are, of course, aimed at the area of career education and guidance, though the overview film received recommendations for other areas. The utilization on all films was slightly below average (the four parts of the overview film were booked and circulated as individual films for maximum utilization); two of the three received ratings well above average. As with the Counselor films evaluated last year, production is excellent, with excellent attention-holding power. The only noted flaw is that some move too briskly to cover individual occupations in any depth.

See also: *Building-level Materials*

NAME OF COMPANY: Counselor Films, Inc. METRO CODE: CFI

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Marine Science CFI f 22	7.3	9	5	S,R	e,m,j	4	-	-	3-6	1	3	✓			x	career education, guidance, health, science
	Teacher comments: Good presentation. Student reaction positive, but not enthusiastic. Excellent photography. Music adds interest.															
Public Service CFI f 23	8.7	7	3	S,R	e,j	3	-	-	1-4	3	2			✓		careers, science, weather
	Teacher comments: Effectively showed weatherman's job. Good description of entire job area and requisite education.															
I Wish I Were (Parts A,B,C,D) CFI f 24	8.6	32	21	S,R	e,j,s, se	21	-	-	1-6	11	16	✓				careers, health, language arts, art, social studies
	Teacher comments: Good overview of many occupations, but lacking detailed information. Some sections are repeated in the four parts, and introductory film could eliminate this and allow space for details. Audience became involved and appreciative.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

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STUDENT COMMENTS

Film Title: Marine Science
METRO Code: CFI f 22

Students commenting:
Science class, grade 5,
in a suburban town

- It said you can do something to help our country.
- Not to pollute our rivers and streams.
- It said how to clean the ocean so there won't be pollution.
- It says interesting things to me.
- This movie told me about marine life and the sea.
- What do you want to be when you grow up. There are all different things.
- It talks about ocean science.
- Save the water life.
- They are asking what do you want to be when you grow up.
- That it would be good to be an ocean helper.
- It said, "What do you want to be?"
- The man on the movie said that they fix _____.
- Swimming is fun.
- It is safety and fun.
- The animals and fish in the ocean are important too.
- It meant to me that we should keep the water clean.
- What should we be when we grow up.
- The jobs of the ocean.
- It told some jobs that are about oceans.
- It said many different kinds of jobs.
- That an oceanographer has an important job.
- To keep the water clean.
- It said how to protect and preserve the ocean.
- Clean the ocean and the rivers.
- Not to waste water or not to pollute the water.
- It said we are trying to protect the waters.
- The water has to be clean for the fish.
- It told me that the ocean is important to me and wildlife.
- It said the ocean is being polluted and we must find ways to make the pollution less.
- It said that we should not throw stuff in the water so we can keep it clean.
- Take care of the ocean, it helps us to live.

DOUBLEDAY MULTIMEDIA

Upper 25%

Green Sea Turtle
Return Of The Sea Elephants
Sandman
Whales

These films cover many age levels, with an unusually high number recommended for use in upper elementary all the way through senior high. There is also a group aimed at the intermediate level, and two recommended for primary level usage. Many disciplines are covered, with major strength in the science and math areas. Other films are designed for language arts, film study, and literature. While some of the more specific films received below average utilization, the majority received heavy use; this is especially true of the Cousteau films. Most films were rated high in production quality, with one, Sandman, receiving high praise for its unique animation style. As a first year METRO participant, materials were readily accepted by users.

See also: *Building-level Materials*

NAME OF COMPANY: Doubleday Multimedia METRO CODE: DC

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Corrective use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Sandman	8.6	13	9	U,S,R	e,s,pa	8	-	1	5-12 (3-4, c,a)	4	6	✓				art, language arts, film study
DC f 60	Teacher comments: Excellent animation. Good stimulus for creative writing. Explanation of technique in teacher's guide is helpful.															
You See I've Had A Life	7.6	8	7	S	j,s	6	-	-	7-12	3	3	✓				mental health, guidance, family life, death, psychology, sociology
DC f 61	Teacher comments: Realistic, not sentimental. Biased--shows no "low" moments at all. Being in black-and-white diminished effectiveness somewhat.															
Whales	9.1	23	17	S	e,m,j, s,pa	17	-	-	4-12 (c,a)	10	8	✓				life science, ecology, evolution
DC f 62	Teacher comments: Accurate and informative. Excellent, as are all Cousteau's films. Slight difficulty with narrator's accent.															
Green Sea Turtle	9.3	21	18	S,R	e,m,j, s,pa	16	-	-	4-12 (c,a)	5	6	✓			x	oceanography, general science
DC f 63	Teacher comments: Well-done! Gave excellent look at a little-known species. Enthusiastic student response.															
Alaskan Eskimo: A Way Of Life	8.0	17	14	U,S,R	e,m,s	14	-	-	4-8 (9-12)	10	7	✓				social studies, geography, anthropology, language arts
DC f 64	Teacher comments: Up-to-date. Good introduction, but must be followed with additional details. Good information. Recommended for purchase by 12 of 14 evaluators.															
Smallest Elephant In The World	7.5	18	18	S,R	e,pa	10	-	1	K-2 (3-4)	8	11	✓				reading readiness, entertainment, language arts
DC f 65	Teacher comments: Very colorful. Beautifully told. Good story and art work.															
Slave Experience	7.7	12	11	U,S,R	e,m,j, pa,t	11	-	-	5-12	10	7	✓				western civilization, minorities, U.S. history
DC f 66	Teacher comments: Well documented, authentic. Technically only fair--visuals, sound, and color (3 comments). Too short. Good insight into life as a slave.															

Explanation of code:

rating: 1----------10 poor-excellent

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x - student comments available
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NAME OF COMPANY: Doubleday Multimedia METRO CODE: DC

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	Material is authentic/ accurate: No	Material is authentic/ accurate: DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	Majority recommended purchase: No	Majority recommended purchase: NA	Student comments	Subject areas for possible use
History-Length-Decimals DC f 67	7.5	8	5	S	e,j,p	5	-	-	5-8	3	4	✓				science, math, social studies
Teacher comments: Stimulating and very informative. Some points require clarification by teacher.																
Volume DC f 68	7.8	6	3	S	e,j	3	-	-	5-9	2	1			✓		math, science
Teacher comments: One of the better metrics films.																
Mass-Temperature DC f 69	7.5	6	4	S	j,p	4	-	-	5-9	2	1	✓				math, science
Teacher comments: Good visual representation of concepts. Section on temperature was weak.																
Solar Eclipse DC f 70	7.1	16	12	S,R	e,m,j,s	12	-	-	5-8 (9-12)	7	6			✓		science, astronomy
Teacher comments: Excellent photography. Too short.																
*Promise Of Plato DC f 71	6.0	2	1	S	j	1	-	-	10-12 c	-	-		✓			physics, computer science, futuristics
Teacher comments: Biased viewpoint.																
Measuring The Brain Gain DC f 72	6.5	14	12	S,R	e,pa	12	-	-	6-12	6	3			✓		science, biology
Teacher comments: Concise and accurate. Needs more detailed information. Too short.																
The Stronger DC f 73	8.5	7	5	U,S	s	2	-	2	11-12 c,a	2	1	✓				literature, psychology, drama, film study
Teacher comments: Excellent, but for mature students only (4 comments). Some dialogue difficult to understand. Study guide is very good.																

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NAME OF COMPANY: Doubleday Multimedia METRO CODE: DC

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
City In The Wilderness DC f 74	6.7	19	12	S,R	e,m,s	12	-	-	1-6 (7-8)	4	6			✓		history, values, language arts
	Teacher comments: Complete story, right through 1975. Slow-moving. Shows emergence of the city.															
Return Of The Sea Elephants DC f 75	9.1	17	15	S,R	e,m,j,s	15	-	-	4-12	7	6	✓				science, oceanography, biology, ecology
	Teacher comments: Great color and explanations. Excellent, as all Cousteau.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10
poor-excellent

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STUDENT COMMENTS

Film Title: *Green Sea Turtle*
METRO Code: *DC f 63*

Students commenting: *Mixed Science class, grade 5, rural*
Oceanography class, grade 8, suburban

- The film said that sea turtles are rare.
- This film was about turtles. It said that a turtle could live up to one hundred years.
- What did the film say? It said what happens to sea turtles after they are born and how they live, on a small island. They also said that they are old.
- It told me how turtles hatch and get born and what their enemies were.
- It said that turtles sure have to do a lot of work.
- It tells how nature helps and hurts the green turtle and how man almost extincted them. If it wasn't for turtle farming, there would be none.
- It shows us how the sea turtle lives and who are its enemies.
- How man helps them, man has gotten a bit smarter.

FILMS, INC.

Upper 25%

Gangster Film
What Man Shall Live And Not See Death?
World Turned Upside Down

Most of these films are designed for secondary-level usage, with emphasis on history and social science. Most are interdisciplinary in use, covering a variety of curricular areas. One very well received concept was the Gangster Film, a package designed for study of a particular film genre and its relation to society. All films were praised for the quality of production; student appeal was good with most. Utilization was low to average, with two films receiving well above average use; with two exceptions, ratings were markedly above average. These materials arrived at METRO too late for inclusion in the regular catalogue; utilization would undoubtedly have been significantly greater were it not for this.

NAME OF COMPANY: Films, Inc. METRO CODE: FI

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Pitch And Tone FI f 27	9.0	5	5	S	e,m,pa	5	-	-	K-6	5	4	✓				music, creative writing
	Teacher comments: Amusing and enjoyable presentation. Good student reaction.															
Checking FI f 28	6.7	5	3	S,R	e,j,p	3	-	-	4-12	2	1	✓				physical education
	Teacher comments: Well done. Exceptional filming.															
Hamlet: The Trouble With Hamlet FI f 29	6.7	6	5	U,S	s *	3	-	1	11-12, c,a	1	3	✓			x	English, philosophy
	Teacher comments: An interesting approach, but didn't go into Hamlet's character deeply enough. Musical bridges were distracting. Almost too advanced for high school use.															
Rhythm And Melody FI f 30	8.1	9	8	S	e,m,j,pa	8	-	-	5-8 (K-4, 9-12)	5	5	✓				music, humor, creative writing
	Teacher comments: Amusing. Excellent content and approach. Humor not appreciated by all.															
Take This Woman FI f 31	7.6	9	7	S	j,s,p,t	7	-	-	9-12	3	6	✓			x	social studies, guidance, values, women's rights, minorities, journalism
	Teacher comments: Positive image of women. Admittedly one-sided. Will be outdated fairly quickly. Good for teaching interviewing techniques.															
Serve FI f 32	9.3	4	3	U,S,R	e,j,s	3	-	-	7-12	2	1	✓				physical education, film study
	Teacher comments: Good slow motion and stop action. Best film on the subject I've seen. Recommended for purchase by 3 of 3 evaluators.															
Old Fashioned Woman FI f 33	8.3	8	9	S,R	m,s,pa	7	-	1	10-12 c,a	5	6	✓			x	sociology, film study, feminism, current events, women in literature
	Teacher comments: Very well planned and produced. A sensitive documentary. Good job of connecting past and present.															

Explanation of code:

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poor-excellent

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NAME OF COMPANY: Films, Inc. METRO CODE: FI

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
City Out Of Wilderness: Washington FI f 34	8.1	16	12	U,S,R	e,j,p	12	-	-	5-12	4	5	✓				urban studies, social science, history, government, political science
Teacher comments: Needs more information in 20th century portion. Sometimes skips facts in favor of gorgeous photography. Excellent for bicentennial. High student interest/ response.																
World Turned Upside Down FI f 35	9.5	12	14	S,R	e,m,s, pa,t	14	-	-	6-12	10	7	✓				social studies, history
Teacher comments: Excellent production, both content and technique. Fast-paced, but perhaps a bit long. Very enthusiastic response from students. Recommended for purchase by 14 of 14 evaluators.																
Gangster Film FI f 36	8.8	18	18	S,R	e,m,s	12	-	1	9-12, c,a	12	6	✓				film study, American literature, sociology, history
Teacher comments: Excellent for film study. A worthwhile format for presenting various film genres. "Murder, My Sweet" segment not as good as others. Almost all students wanted to see complete films, some felt "cheated."																
What Man Shall Live And Not See Death? FI f 37	8.4	10	9	S	j,m,s	8	-	-	10-12	5	3	✓			x	psychology, sociology, religion, mental health, family life
Teacher comments: Well organized presentation. Tremendous diversification of concepts. Needs some editing--freeze frames are held too long. Second reel drags somewhat.																
And Who Shall Feed This World? FI f 38	7.6	13	12	S,R	m,j,s, pa	8	-	-	8-12 (6-7)	2	5			✓		social studies, consumer education, economics, current affairs
Teacher comments: Very direct and concise. Shows how others live with fewer necessities. Well-documented. Excellent film on an overwhelming current problem.																
Navajo Way FI f 39	8.6	11	9	U,S	m,s,t	9	-	-	9-12	8	6	✓				social studies, history, minorities, Indian studies
Teacher comments: Very sensitive presentation. Excellent content. Narration very dull.																
Teacher comments:																

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite

STUDENT COMMENTS

Film Title: What Man Shall Live And Not See Death?
METRO Code: FI f 37

Students commenting: Humanities class, grade 12, suburban town

- More aware of death and not to fear it (natural thing). Put together well and presented different aspects well. I thought it was good that people who were dying or families of people dying or dead were interviewed.
- The film was very realistic and the way they ended it was very effective, how they showed the baby (beginning of life) and then the teenager and then the poor old ladys sitting on the park bench.
- It delt with a subject no one usually discusses. I was surprised in a way how much it was brought out in the open, but now I feel this is good. I feel that I had learned from this film on how to better deal with death.
- It makes you think more realistic terms about death. Possibly to face it a little easier. A fine start in dealing and helping people who are ill in dealing with the inevitable.
- The movie was kind of sickening because it showed what death is like and what the people who are touched by it feel like.
- 1st half of the film was morbid when they showed the man who was frozen, his daughter seemed to think that by preserving his body, she some how kept him alive. That is an unrealistic view of death.
- The film was done very well. It covered many aspects that we would rather not see, but it did it in a good way.
- Everyone should see this film. They would understand better what death is all about. It's good. Even though it was gross, it showed the reality that we'll all meet one day.
- This movie didn't make me feel any better about death. It just forced me to look at it. I thought the worst part was when they put the wooden caskets in one pit.
- The film was well presented and the photography was excellent. It would have presented a more well rounded view of death if the film included the feelings of those more removed from death; younger people and children. I would have liked to see direct statements by these younger people about their own death. Generally, I enjoyed the film and gained some new ideas from it.
- I think that all movies dealing with these subjects are a waste if they are trying to make you understand. Death, as far as I'm concerned, cannot be even thought about until one is faced with it, or is a part of it. Personally, I'm going to wait until I start thinking about it.
- Too abstract. I didn't feel it really dealt with death as a reality. It more tried to explain death to help the living.
- I didn't enjoy watching the film but that probably was the purpose to show how our society hates to admit that we all will eventually die. Watching and listening to that cancer patient speak was difficult, but I found the scene concerning Potter's Field the most difficult. I had trouble watching them treat the babies coffins with such roughness.

HANDEL FILM CORPORATION

Upper 25%

The Chinese American
Early Discoveries
Flammable Liquids

History, social studies, and science are the main emphases of this company, with most films aimed at upper elementary through senior high levels. Of the eleven films placed for evaluation this year, four were science films and the atom, and four were related to the bicentennial theme. Due to their specific nature, the former received only limited utilization, while the latter were quite heavily used. Ratings tended to follow the same pattern, thus giving two extremes and making generalities difficult. Most films were felt to be adequate in terms of photography, etc., but seemed lacking in overall production values -- selection of content, editing, narration, etc.

NAME OF COMPANY: Handel Film Corporation METRO CODE: H

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Flammable Liquids H f 19	8.2	10	6	U,S	e,m,j,t	6	-	-	7-12 (5-6)	4	2	/				science, health, safety, industrial arts
	Teacher comments: Excellent presentation, especially with gasoline and cleaning fluids.															
Sweden: Vikings Now Style H f 20	7.6	9	8	S,R	e,j,s,pa	7	-	-	7-12	2	6	✓				geography, social studies, cultures
	Teacher comments: Tended to be boring, due to length. Tedious. Humor liked by some, called distracting by others.															
The Atom Smashers H f 21	5.0	10	4	U,S,R	e,t,pa	4	-	-	7-10			/				science, physics
	Teacher comments: -															
The Riddle Of Photosyn-thesis H f 22	2.4	9	5	S	j,s	3	2	-	9-12	-	1		✓		x	science, none (2)
	Teacher comments: Too specialized and technical. Complicates, rather than clarifies. Presents many misconceptions. Research procedures shown are wrong (evaluator has personally researched this area). Methods 10 years old, not current.															
*Atomic Fingerprint H f 23	8.0	4	1	S	j	1	-	-	7-12	1	-	✓				science
	Teacher comments: Ties in with TV crime shows.															
George Washington's Inauguration H f 24	7.2	18	12	S	e,m,j, s,pa	12	-	-	4-8 (9-12)	6	2	✓				social studies, history, biography, bicentennial
	Teacher comments: Some sections too long. Original and interesting. Childish presentation. Many students liked content, but not presentation--would prefer live actors.															
Atomic Energy For Space H f 25	5.5	7	4	S,R	e,m,j	4	-	-	7-12	2	3		✓			science, astronomy, current history
	Teacher comments: Too much "selling" by A.E.C. and N.A.S.A. Narrator's voice poor. Slower students were bored.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Handel Film Corporation METRO CODE: H

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
The Atom And Archaeology H f 26	8.0	12	8	S,R	e,m,j	7	-	-	6-12, c,a	3	4			✓	x	science, chemistry, physics, career education
	Teacher comments: Too technical. High student interest in subject. Good discussions followed. Narrator very boring (several comments).															
Early Discoveries H f 27	8.1	16	10	S,R	e,m,j, pa	10	-	-	5-8	7	6	✓				social studies, U.S. history, geography
	Teacher comments: Good correlation of maps and verbal explanations. Sound track not the best. Some would prefer more live action. Correlates very well with curriculum of middle school social studies. Recommended for purchase by 9 of 10 evaluators.															
Westward Movement H f 28	7.4	19	13	S,R	e,m,j, s,pa	13	-	-	4-9	8	2	✓				social studies, history, geography
	Teacher comments: Good overall coverage. Covers many topics and individuals, but lacks depth--good for summary. Sound filmstrip would do the same job at less cost.															
The Chinese American H f 29	8.2	10	8	S,R	m,s	8	-	-	9-11 (6-8)	4	4	✓				history, sociology, immigration
	Teacher comments: Too many stills not relevant to topic. Favorable student reaction.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:
rating: 1----------10 poor-excellent
regions: U - urban, S - suburban, R - rural
levels of schools: e-elementary, m-middle, j-junior high, s-senior high, c-college, a-adult, se-special education, pa-parochial, p-private, t-technical
DNA - does not apply
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STUDENT COMMENTS

Film Title: The Atom And Archaeology
METRO Code: H f 26

Students commenting:
Biology class, grade 9,
Suburban town

- I thought the film was interesting.
- That atoms can be used to find out ages of old things.
- How the people go about finding the past of man and behavior.and machines they use to help them and where they come from.
- Dating is complicated.
- It told me that things could be tested to show where they came from.
- This film meant that you can use carbon 14.
- That it is possible to figure out the age and where it was made.
- It told me the various ways of dating.
- Nothing I would talk about but it was a good movie.
- Not an awful lot.
- How important radioactivity is in finding how old relics are.
- How they age old material.

LEARNING CORPORATION OF AMERICA

Upper 25%

Animals Are Crying
Fable Of He And She
Hunger
Immigrant Experience

The films evaluated this year represent an array which virtually covers the board with respect to subject area and intended audience. Almost all are multidisciplinary, offering a wide range of classroom uses. Technical excellence and great creativity mark all these films, leading to the highest average film rating of all the participating companies. Utilization was average to extremely heavy; ratings, as mentioned, were almost uniformly well above average. Language arts, social studies, history, values, and film study are some of the major strengths of these films.

See also: *Building-level Materials*

NAME OF COMPANY: Learning Corporation of America

METRO CODE: LC

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
The Poem As A Personal Statement: To A Very Old Woman LC f 134	8.0	14	9	U,S,R	j,s	4	-	3	9-12, c,a	1	4			✓	x	English (poetry), composition, film study, aging-death, sociology
	Teacher comments: Beautiful portrait of contented elderly woman. Discussion centered on death, not poetry.															
Walking LC f 135	8.1	11	11	S,R	e,j,s, pa	6	-	2	10-12	5	8	✓				art, film study, language arts
	Teacher comments: Excellent animation and art work. Not as good as others by the same filmmaker. Nude segments may be objectionable to some.															
Todd: Growing Up In Appalachia LC f 136	7.7	12	12	U,S,R	e,m,s	12	-	-	4-7 (8-12)	7	4	✓				social studies, values, sociology, family life
	Teacher comments: Point was too obvious, therefore lacked impact. Factually very accurate. Good audience comprehension.															
Hunger LC f 137	9.0	18	19	S,R	j,s,pa	8	-	2	7-12, c,a	10	6	✓			x	art, sociology, film study, psychology, values
	Teacher comments: Superb computer animation. Excellent non-verbal presentation. Many students viewed it several times. Visual metamorphosis is outstanding. Student response good to outstanding. Provokes discussions of greed.															
Family That Dwelt Apart LC f 138	7.3	13	9	U,S	j,s,t	5	-	1	7-12	5	3	✓			x	sociology, literature, art
	Teacher comments: Humor is too sophisticated for many students. Excellent example of a literary style. Provoked strong discussions.															
Immigrant Experience LC f 139	8.8	20	15	U,S,R	e,j,s, pa,p	15	-	-	7-12 (4-6, c,a)	11	10	✓				history, minorities, values, sociology, economics
	Teacher comments: Excellent human interest. Poignant and informational. Put together well. Good acting															
Constitution: Compromise That Made A Nation LC f 140	8.3	16	11	U,S	e,m,j,s, pa,p	11	-	-	8-12	7	3	✓				history, political science, civics
	Teacher comments: Effective presentation. Accurate, well-acted. Presents concepts clearly.															

Explanation of code:

rating: 1----------10 poor-excellent

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DNA - does not apply
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x - student comments available
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NAME OF COMPANY: Learning Corporation of America METRO CODE: LC

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Me And You Kangaroo	7.9	19	13	S,R	e,m,s	12	-	-	1-6 (7-9)	6	11	✓				English, social studies, creative writing
LC f 141	Teacher comments: Made children aware of pet responsibility. Good story. Some students sad at ending, but enjoyed film. Excellent for discussing plot, setting, and non-verbal characterization.															
Animals Are Crying	8.8	20	14	U,S,R	e,m,j	13	-	-	4-12, c,a	5	6			✓	x	social studies, values, animal studies, science
LC f 142	Teacher comments: Students responded emotionally. True-to-life, effective. Presents a big problem in an interesting way.															
Case Of The Elevator Duck	7.5	19	13	S,R	e,j	12	-	-	3-5 (K-2)	4	9	✓				language arts, reading
LC f 143	Teacher comments: Good writing incentive. Well-produced. Good interpretation of book.															
Three Little Rabbits	8.0	16	15	S	e	13	-	1	K-4	3	13	✓				language arts, creative writing, reading, entertainment
LC f 144	Teacher comments: Students very interested. Killing, flesh-eating, monsters, etc., should not be used (and aren't needed) to make a point with young students. Excellent animation.															
Handy Dandy Do-It-Yourself Animation Film	7.9	20	18	U,S,R	e,j,s	17	-	-	5-9	10	10	✓				filmmaking, art, language arts
LC f 145	Teacher comments: Great for stimulating art projects, as well as filmmaking. Excellent "how-to" for younger students. Explanations sometimes too simple.															
Fable Of He And She	9.4	25	21	S	e,s,c,a	14	-	2	4-12, c,a (K-3)	11	10	✓			x	art, sociology, film study, women's studies, family life, values
LC f 146	Teacher comments: Story well-written, animation marvelous. Entertaining and very effective. Makes an excellent point. Extremely well received, provoked great discussions. Superb clay-animation. Topic very current.															
When Parents Grow Old	8.6	13	7	U.S	j,s,t	9	-	-	9-12	4	5	✓				human relations, sociology, family life, film study
LC f 147	Teacher comments: Effective portrayal of aging problems. A stimulating film for discussion. Technically excellent. Recommended for purchase by 7 of 7 evaluators.															

Explanation of code:

rating: 1----------10 poor-excellent

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DNA - does not apply
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x - student comments available
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NAME OF COMPANY: Learning Corporation of America METRO CODE: LC

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Right To Live: Who Decides?	8.2	17	16	U,S	j,s,t, pa	12	-	1	9-12	10	13	✓				sociology, guidance, values, religion, philosophy
LC f 148	Teacher comments: Causes student involvement. Sound quality poor. Editing eliminated many pertinent facts about characters. Realistic. Important subject matter.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
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STUDENT COMMENTS

Film Title: Hunger
METRO Code: LC f 137

Students commenting: English classes, grades 9-11, Suburban town

- Extremity is the weakness of man, and those that can control their extremes are the civilized.
- This film tells me that you should eat enough but not so much that you get sick.
- Someone is always stuffing their face with food while somewhere thousands of people are starving because they have no food. The rich people live in extravagance, not caring about the poor.
- After he glutinizes off the poor people, they use him in the same way.
- A look at what life might come to.
- Symbolizes man's ignorance toward the poor and underprivileged.
- It meant to me that men feasted on women, then at the end women got back.
- Once industry gets started, all the different things you do can get out of hand by overindulging yourself. And then by overindulging you have to rely on something else. But in the end technology will catch up with you and destroy you.
- How little we think of other people, how selfish we are.

STUDENT COMMENTS

Film Title: Fable Of He And She
METRO Code: LC f 146

Students commenting:
Grades 9-12, suburban technical high school

- Men and women are equal. Men can do what women do and women can do what men can do.
- The movie had a good point. That men and women can do it together. Before the land was split it was men do it themselves and women do it themselves but now they're doing it together.
- My opinion is that each woman and man had a certain job to do and then it took the island to make them understand that some are better at one thing than the other no matter what their sex.
- I thought the film was good. It showed how women are equal to men.
- The girls know what they want if they can do it let them.
- I think that when you come down to the nitty-gritty, men expect women to do the sissy, easy work like cooking and taking care of babies, while they do all the men's work like building houses and hunting, but some women find that men's work is really easy and some men like women's work.

PERENNIAL EDUCATION, INC.

Upper 25%

Ee-Yi-Ee-Yi-Oh
Meter
Meters, Liters, And Kilograms

Although all age levels are covered by the films evaluated this year, there is a very strong emphasis on the intermediate level. Social studies is a major area, as are science and math, represented by four films on the metric system. The films are technically good, using traditional techniques to present subject matter clearly, if not excitingly. Several users objected to the simplistic "cartoon" style of some films, saying that full animation is superior for classroom use. Both utilization and ratings ran from average to somewhat above average, with the exception of one film which received a lower rating, probably because it is not a new production and users felt it should be updated. METRO has seen indications that this company is moving into producing films on difficult, often controversial, subjects; with this in mind, we feel that it is most unfortunate that the company has chosen to withdraw from participation in the evaluation process.

NAME OF COMPANY: Perennial Education, Inc. METRO CODE: PE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Food For A Modern World PE f 13	7.7	16	15	S,R	e,m,j,s	14	-	-	4-12	9	9	✓			x	science, nutrition, agriculture, population, social studies
	Teacher comments: Good--dealt with distribution and spoilage as well as growing crops. Good overview. Students had good recall of information. A bit too much repetition. Recommended for purchase by 12 of 14 evaluators.															
Truth And The Dragon PE f 14	7.8	11	9	S,R	e,j	9	-	-	5-9 (1-2, 10-12)	3	5	✓				values, social problems, family life
	Teacher comments: Producer recommends elementary use, seems better suited to intermediate and above. Cartoon technique downgrades good content. Could use more examples. Recommended for purchase by 7 of 9 evaluators.															
The Voyageurs PE f 15	7.6	6	6	S,R	e,m	6	-	-	6-9	4	3		✓			social studies, history--U.S. and Canadian, geography, film study
	Teacher comments: Effective, but students had difficulty with narrator's accent. Sound is bad. Music and photography are good, as all National Film Board of Canada films are.															
Holiday From Rules PE f 16	7.1	18	9	S,R	e	8	-	-	1-6	4	2		✓			social studies, health, guidance, law
	Teacher comments: Reiterates ideas several times. Technically only fair. Presents ideas in a novel way.															
Trolley, By Golly PE f 17	7.0	12	8	S,R	e,m,s	8	-	-	7-12 (4-6)	3	3	✓				social studies, history, transportation
	Teacher comments: Good on development of mass transit. Disappointing--didn't deal enough with trolley. Too much general history. Very little on modern trolley systems.															
Meters, Liters, And Kilograms PE f 18	8.3	15	13	S,R	e,m,j,t, p	13	*	-	5-7 (8-12)	8	4	✓				math, science, social studies
	Teacher comments: Material clearly presented. First part useful in grades 2-3. Relates metric measure to everyday items. Very graphic. Good student response.															
Meter PE f 19	8.4	12	8	U,S,R	e,j,pa	7	1	-	5-9	5	7	✓				math, science, industrial arts
	Teacher comments: Good for introduction. Good for motivation. Shows dekameter abbreviated "dam" -- should be "dkm." Recommended for purchase by 7 of 8 evaluators.															

Explanation of code:
rating: 1----------10 poor-excellent
regions: U - urban, S - suburban, R - rural
levels of schools: e-elementary, m-middle, j-junior high, s-senior high, c-college, a-adult, se-special education, pa-parochial, p-private, t-technical
DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Perennial Education, Inc. METRO CODE: PE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Liter	7.9	9	8	S,R	e,j	8	-	-	5-8	5	3	✓				math, science, social studies
PE f 20	Teacher comments: Excellent introduction. Held students' interest, but could be more exciting.															
Kilogram	8.3	9	4	S	e,pa	4	-	-	6-12	2	2	✓				math, science
PE f 21	Teacher comments: Very clear, precise information. Good introduction to metrics. Recommended for purchase by 4 of 4 evaluators.															
Ee-Yi-Ei-Yi-Oh	6.4	12	10	U,S,R	e,m,pa	10	-	-	4-9	5	7	✓				social studies, language arts, ecology
PE f 22	Teacher comments: Light but informative. Optimistic--doesn't knock technology. Fast-moving.															
Invention Of The Adolescent	6.5	15	8	S,R	e,m,s	7	-	-	11-12 c,a	4	7		✓			sociology, anthropology, child development, family life, teacher education, parents
PE f 23	Teacher comments: Several years old, could be updated. Too much violence. Historically accurate. Good emphasis of "adolescence" as a social role. Best classroom use would be in historical context.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban

levels of schools:
e-elementary s-senior high pa-parochial
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STUDENT COMMENTS

Film Title: Food For A Modern World
METRO Code: PE f 13

Students commenting:
Biology class, grade 8,
Suburban town

- The movie is saying that there is a food shortage. People will be dying of starvation in twenty-five years from now.
- It said that the world is getting bigger and there is not enough food for everyone or the people don't have the money.
- The movie said how the world has grown and how methods of getting foods have changed. And how some people have plenty of food and some people do not have enough.
- It said that modern technology can do things that 50 men couldn't. However, there are still a lot of people starving today. Hopefully the world will improve.
- We don't have enough land for the future years coming.
- The movie is saying there will not be enough food to go around in the year 2000.
- I think it told us about fertilizers, how to keep food fresh. After that I think it told us about people that don't have enough food.
- This movie said to me that we need to grow more crops. We have to grow more food instead of building a new shopping center. Why not grow crops.
- The movie was telling me how the birth rate is up and death rate is down. That more and more people are starving. The farm land is getting smaller, for people will have shelter. There's more people than food.
- It said to me that the world doesn't have enough food, and people are starving. It is very serious, and I hope we find a solution.
- They're trying to show us that we civilized people have much to be thankful for. When you look at all the underprivileged people.
- It told me that we can no longer survive on the old methods. We have to go forward if we are going to help the people to come in the future.

PYRAMID FILMS

Upper 25%

Camera Magic: The Art Of Special Effects
Closed Mondays
The Concert
Iran
Make Mine Metric
The Star Spangled Banner
Young Goodman Brown

This company's films continue to remain a favorite of teachers of film study and film making; they exhibit a high level of creativity coupled with superb production values. Although 25 of 29 films were recommended for film study, all 29 are multidisciplinary in nature, subject to a wide variety of uses. Utilization of almost all films was average to very heavy; ratings, as in past years, range from below to well above average, perhaps due to the challenging nature of many of the films. It should be noted that of the 264 films evaluated this year, Iran scored the highest composite rating, a 9.7 on a scale of 10.

See also: *Building-level Materials*

NAME OF COMPANY: Pyramid Films METRO CODE: P

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Though I Walk Through The Valley P f 54	8.5	14	11	S	m,j,s, pa	9	-	-	11-12 c,a (9-10	6	8	✓				religion, philosophy, psychology, guidance, family life
Teacher comments: Totally realistic, made point well. Well-done, low key. Powerful message. Students thoughtful, impressed. Study guide questions should be used.																
Television-land P f 55	8.4	19	14	U,S,R	e,m,j, s	14	-	-	7-12 (1-6)	8	9	✓				history, English, media, language arts, sociology, film study
Teacher comments: Good selection of program segments. Excellent editing, as with all Braverman films. Lacked sparkle of other Braverman productions.																
A Time Out Of War P f 56	7.9	15	11	U,S,R	e,j,s, pa	9	-	-	8-12, c,a	6	7	✓				social studies, literature, history, film study
Teacher comments: Black-and-white film adds to bleakness. Brilliantly photographed and produced. More than deserves its Academy Award. Film will never grow old. Students, used to TV, thought pace too slow.																
Tomorrow Again P f 57	7.5	9	9	U,S	j,s	7	-	1	11-12	4	3	✓			x	sociology, film study, aging, social studies
Teacher comments: Strong description of elderly and loneliness. Use of black-and-white film is effective. Definitely a "downer," but with reason.																
Iran P f 58	9.7	11	7	S	m,j,s	7	-	-	7-12, c,a (K-6)	4	3	✓				social studies, Mid-east cultures, geography, film study, sociology
Teacher comments: Effective and imaginative photography and editing. Non-narrative aspect very good. Well received by students. Has "class." Gives a real feeling for the country. Recommended for purchase by 6 of 7 evaluators.																
The Electric Flag P f 59	7.4	16	11	U,S,R	e,j,s	11	-	-	8-12, c	7	7	✓				media, political science, sociology, film study, history
Teacher comments: Intercutting technique effective, but sometimes confusing. Good student interest.																
Enter Hamlet P f 60	6.8	7	7	S,R	s,p	-	1	3	9-12, c,a	3	4		✓			English, film study, art, graphics
Teacher comments: Delightful for pun fans. Enjoyed it as a comic approach to language. Production was futile. Repeated viewings are helpful.																

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
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levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Pyramid Films METRO CODE: P

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Gallery	7.8	12	11	U,S,R	e,s,p	9	-	-	8-12, c,a	4	6	✓			x	art, history, social studies, sociology, language arts, film study, music
P f 61	Teacher comments: Good sound track. Good sense of color and pace. 2000 works of art in seven minutes--super! A dazzling experience.															
John Muir's High Sierra	7.9	21	13	S,R	e,m,j,s	13	-	-	5-12, c,a	6	10	✓				science, ecology, film study, biography
P f 62	Teacher comments: Could use more details and less philosophy. Excellent production, a moving biography. Excellent photography, but narration a bit too poetic. Low key poetic narration very effective.															
A Majestic Heritage	6.8	14	9	S,R	e,m,j	8	-	-	3-6	1	2	✓			x	social studies, U.S. history
P f 63	Teacher comments: Too much--too simple. Dull animation. "Soap-box" narration. Music style is out of date. Correlated well in bicentennial unit. Students enjoyed it.															
Clowns Are For Laughing	6.3	20	16	S,R	e,m,s, pa	12	1	1	K-6	5	10	✓				language arts, reading, social studies, film study
P f 64	Teacher comments: Effective non-verbally. Raised questions for research. Clowning is not funny (teacher and student reactions). Lacks obvious theme and continuity. Study guide should be provided.															
Corrida Interdite	8.4	15	14	U,S	m,j,s,p	13	-	-	10-12 c,a	8	9	✓			x	art, sports, music, Spanish, film study, language arts, social studies
P f 65	Teacher comments: Powerful and violent. Preview absolutely mandatory. Excellent slow motion and editing. Very bloody. Excellent on elements of grace. Generally high student interest.															
Permutations	7.6	10	10	U,S,R	e,m,j,s, p	6	-	1	6-12 c,a	6	6	✓			x	film study, language arts, art, math
P f 66	Teacher comments: Motion of visuals is intriguing. Limited audiences. Recommended for purchase by 7 of 9 evaluators.															
The Open Window	8.5	17	13	S,R	e,j,s, pa,t	11	-	-	6-12	6	7	✓			x	English, literature, film study, creative writing
P f 67	Teacher comments: Beautifully produced. Music used well. Study guide complete and well written. Slow motion effective. Some dialogue hard to understand. Good translation of literature to film.															

Explanation of code:
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levels of schools: e-elementary, s-senior high, pa-parochial, m-middle, c-college, p-private, j-junior high, a-adult, t-technical, se-special education
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NAME OF COMPANY: Pyramid Films METRO CODE: P

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	Material is authentic/ accurate: No	Material is authentic/ accurate: DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	Majority recommended purchase: No	Majority recommended purchase: NA	Student comments	Subject areas for possible use
Portrait Of A Horse	6.2	20	14	S,R	e,m,s,pa	10	-	1	6-8 (9-12)	3	10	✓				art, language arts, film study
P f 68	Teacher comments: Suffers from lack of study guide. Excellent use of music and selective focus. Too far out. Dull.															
The Star Spangled Banner	8.9	16	22	U,S,R	e,m,j,s, pa	15	-	1	10-12 c,a	8	8	✓			x	film study, history, sociology creative writing, social studies, music, family life, problems of democracy, religion
P f 69	Teacher comments: Totally absorbing. Superb for proper audience. A mind-blower. Powerful, agonizing, wanted it to end. Must be previewed. Must be used with care. Technically superb. Definitely not for elementary use.															
Vicious Cycles	7.1	16	11	U,S,R	e,j,s	4	-	1	5-12	3	4		✓			film study, language arts, sociology
P f 70	Teacher comments: Enthusiastic viewer response (students and adults). Good for teaching pixillation technique. Actors well chosen.															
The Great Bubble Conspiracy	6.6	21	19	U,S,R	e,m,s, p,pa	7	-	5	7-12 (2-6)	3	8		✓		x	film study, social studies, language arts, entertainment
P f 71	Teacher comments: Too frothy and unsubstantial. Too symbolic. Requires thought from viewers (good!). Simplistic and artificial. Imaginative. Good student responses.															
Camera Magic: The Art Of Special Effects	8.8	22	19	U,S,R	e,j,s	19	-	-	7-12 (2-6)	15	15	✓				film study, science, photography, art, television
P f 72	Teacher comments: Very clean, simple directives on effects. Could have gone into more depth. Excellent as introduction to filmmaking. Recommended for purchase by 18 of 19 evaluators.															
Bad, Bad Leroy Brown	7.3	19	16	U,S,R	e,m,s, pa	13	-	-	4-12	6	9	✓				music, art, English, sociology, film study
P f 73	Teacher comments: Excellent adaptation of song. Good entertainment, but no educational value. Good for writing stimulus. Recording of song is raucous, poor--should have used Jim Croce's original. Excellent student response.															
The Legend Of Paul Bunyan	8.5	19	13	S,R	e,m,s	11	-	1	1-6	8	8	✓				language arts, social studies, reading, folklore, film study
P f 74	Teacher comments: Animation and sound imaginative. Narrator's accent sometimes disturbing. Very effective. Students enthusiastic.															

Explanation of code:

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NAME OF COMPANY: Pyramid Films METRO CODE: P

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Les Mistons P f 75	7.2	14	9	S,R	s	6	-	1	11-12	3	5		✓		x	French, child development, teacher education, sociology, psychology, film study
	Teacher comments: Silly, stupid, has no value. Good way to introduce students to Truffant and French films. Good story, great cinematography. French audio good for advanced language students.															
Sky Above P f 76	6.9	15	10	S	e,m,j,s t,pa	7	-	1	5-12	3	8	✓				social studies, urban studies, environment, values
	Teacher comments: Color in many dream sequences poor. Film did not flow smoothly. Accurate portrayal of ghetto frustration Effective sketch of city life.															
Dead Man Coming P f 77	8.1	11	10	S,R	j,s,t,p	7	1	-	10-12	6	6	✓			x	social studies, law, philosophy, film study, religion
	Teacher comments: Realistic. Prompted questions on justice and correctional systems. Film and guide both biased on prisoner's side. Slightly dated, but still useful.															
Young Goodman Brown P f 78	8.7	14	13	S,R	e,j,s	12	1	-	9-12	9	6	✓				English, history, literature, film study, religion
	Teacher comments: Beautifully photographed and edited. Good castings and settings. Took some liberties with story, but effective. Students should read story first for maximum effectiveness. Outstanding student interest. Specials effects are excellent. Recommended for purchase by 12 of 13 evaluators.															
Basic Law Terms P f 79	8.3	12	8	S	j,s,se	8	-	-	7-12	6	2	✓				civics, problems of democracy, history
	Teacher comments: Has excellent mix of accurate, worthwhile information. May become dated as laws change. Excellent presentation of terms. Definition of "tort" somewhat confusing. Worked well with special education student.															
Closed Mondays P f 80	8.7	21	20	U,S,R	e,j,s,pa	15	-	3	6-12, c,a	9	12	✓			x	art, film study, creative writing, social studies, psychology
	Teacher comments: Excellent animation. Students awestruck by technique. Lends itself to a variety of discussion topics. Students requested second and third screenings. Should be viewed by every film class.															
The Concert P f 81	8.6	20	13	U,S,R	e,m,j, s,pa,p	11	-	1	7-12 (K-6)	7	8	✓				music, psychology, film study, art, entertainment, language arts
	Teacher comments: Students receive music information without knowing it. Great take-off on real concert. Mix of sound and visuals is outstanding. Creative fantasy beautifully expressed.															

Explanation of code:
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NAME OF COMPANY: Pyramid Films METRO CODE: P

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Make Mine Metric P f 82	9.0	19	16	U,S,R	e,m,j, pa	16	-	-	4-12	13	11	✓				math, science, social studies, film study
	Teacher comments: Excellent humor--just corny enough. Extremely well done. Information comes through to a receptive audience. Best metric film I've seen--several comments, both students and teachers. "Commercial" in middle of film is ideal place to pause for discussion. Note: There were no negative comments on this film--very rare occurrence.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

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STUDENT COMMENTS

Film Title: The Star Spangled Banner
METRO Code: P f 69

Students commenting: Journalism class, grades 10-12, suburban town

- This film said that war is painful and ugly.
- The film said to me that the guy was alone and scared and he was thinking about his past and maybe his future. When he was shot he was thinking how many people it's gonna hurt and they are gonna feel as though they are being shot down.
- I learned from this film that even though I may not know any of our soldiers, I still am related very directly to all of them because they are fighting for all of us.
- The film said to me when the soldier got shot and died it took a little piece out of those people that were in the back ground. He was thinking of the good times he had or wanted to have.
- I'm not sure if I liked it a lot but I know I didn't hate it. It said to me that even when the guys are out fighting they still think about home and how they wish they were there seeing everyone. I think it shows that all war is evil. It was really good.
- War is stupid and useless.
- It was a good film, but it didn't say anything to me. Some of the things what was shown could and is happening in this day and age. War is war and no one can stop it.
- The film made me think of what a waste war is, wasted lives. And of the people and family the soldier leaves behind.
- The song makes me think of patriotism, and the picture showed a soldier dying for his country.
- The film showed how the U.S. Army fights so we can keep on singing the Star Spangled Banner.
- The film made me think.
- The film made me feel.
- I think that the film says that when a soldier dies for his country, everyone in the country suffers.
- The film said to me how the song Star Spangled Banner is interpreted by different people. The soldier understands the song, but the people don't because they haven't been in the war and haven't seen people getting shot for their country.

STUDENT COMMENTS

Film Title: Dead Man Coming
METRO Code: P f 77

Students commenting: English class, grades 11-12, suburban town

- I thought this film was very informative and interesting from my point of view.
- I thought this film was very poorly done because one could hardly hear the people speak, the music was loud, and it only told what we already knew.
- I liked it because it was the truth about prison and in most prison films they give you a lot of bull about how good it is and how it rehabilitates the prisoners while in this film they didn't.
- I thought the movie was O.K. because what they said was the truth about not being able to get a job when they get out and it told more or less everything in the prison.
- I think the movie was pretty good, it told and showed the truth about prison.
- My opinion of the movie was it was very good, especially about the facts that face prisoners and what happens to prisoners when they're in jail and after they get out.
- Prison is a hell, but they got what they ask for.
- I thought that the movie really showed what it was like in prison.
- I feel it was a good film because it makes the viewers more aware of how bad prison really is for you, and also makes a person think twice before committing a crime.
- I liked the film, it was good. I learned a lot of things about prisons I didn't know.
- I thought the film was good because of the way everyone who was interviewed had the same feelings and expressed them fully.

STERLING EDUCATIONAL FILMS

Upper 25%

Amelia Earhart
Endocrine Glands
Energy: Harnessing The Sun
Indian America
Rumplestiltskin
Walter The Lazy Mouse

Although continuing with films in the science area, Sterling this year showed a major shift, with the great bulk of films aimed towards social studies and language arts. Grade level emphasis is almost equally divided among elementary, intermediate, and secondary levels, with several films clearly produced for those specific levels and other covering two of the three levels. Although productions remain heavily expository, there is strong evidence of increased attention to creativity and audience appeal. Utilization ran from quite low to well above average, with the majority receiving above average ratings.

See also: *Building-level Materials*

NAME OF COMPANY: Sterling Educational films METRO CODE: SE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Indian America	8.8	21	17	U,S,R	e,m,j,s, t,p	16	-	-	7-12	9	8	/			x	history, social studies, sociology, anthropology, current problems
SE f 178	Teacher comments: Showed Indian way of life and their problems today. Very effective. Contemporary, well-done documentation. Objective. Gave students a great deal of insight into the Indian's problems.															
Far Away And Long Ago	7.9	7	8	S	m,j,s,pa	7	-	1	7-12, a	4	7	✓				social studies, language arts, Argentina, death, reading, film study
SE f 179	Teacher comments: Beautiful photography. Humanistic. Simple story, beautifully told. Very good story line. Narrator, music and pace all exceptional.															
Steering Clear Of Lemons	7.4	10	10	U,S,R	m,j,s,t	10	-	-	8-12	3	7	✓				business, consumer education, economics, math, social studies, film study
SE f 180	Teacher comments: Jumps from one subject to another with no clear advice. Short sequences made it interesting. Gave no help, just a warning. Very current. Outdated.															
Central America	7.8	13	9	U,S,R	e,m,j, p,pa	9	-	-	6-9	4	6	✓				social studies, geography, Spanish, history
SE f 181	Teacher comments: Excellent comparison of U.S. and Latin American life. Did not mention some countries--e.g., Honduras, Nicaragua. A little bit dated, excellent photography. Authentic problems. Covers too much. One of best films on Latin America.															
South America: Overview	7.6	16	11	U,S,R	e,m,j, s,p,pa	11	-	-	7-12 (5-6)	4	6	✓				social studies, geography, Spanish, history
SE f 182	Teacher comments: Good general introduction. Excellent, up-to-date on business, people, and development. Female narrator was good.															
Temple Of Twenty Pagodas	7.3	6	4	S	e,m,s	3	-	-	9-12	2	3	✓				social studies, Asian studies
SE f 183	Teacher comments: Teacher should read inside-can information to students as preparation. The film assumes extensive audience preparation. Somewhat long.															
Children Of Bangkok	8.3	8	4	S	e,m,s	3	-	-	6-8	2	1	✓				social studies, Asian studies
SE f 184	Teacher comments: A little confusing. Good student response.															

Explanation of code:

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NAME OF COMPANY: Sterling Educational Films METRO CODE: SE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Rumple-stiltskin	8.2	14	9	U,S	e	7	-	1	K-4	4	8			✓		reading, language arts, entertainment
SE f 185	Teacher comments: Use of live actors good--a welcome change from animation. Good motivation for students to dramatize stories. Very good response from students.															
Walter The Lazy Mouse	9.0	21	17	S,R	e,j,pa	14	-	-	K-3	5	12	✓				language arts, reading, values, filmmaking, entertainment
SE f 186	Teacher comments: Excellent color and animation. Good narrator. Good object lesson. Offers good material for discussion.															
Ghosts And Ghoulies	7.2	18	16	U,S,R	e,m,j,s	12	-	1	1-6	1	9			✓		creative writing, children's literature, values, language arts, entertainment
SE f 187	Teacher comments: English accent difficult at times (3 comments). Well done. Great entertainment.															
Energy: Harnessing The Sun	8.1	16	11	S,R	e,m,j, s,pa	11	-	-	5-12	9	5	✓				science, ecology, economics, social studies
SE f 188	Teacher comments: Showed up-to-date experimental projects. Vocabulary difficult at times for below 8th grade. Excellent color photography. Raises good questions on our future energy needs. A bit "talky" at times. Recommended for purchase by 11 of 11 evaluators.															
Seacoast People	6.8	8	5	S,R	e,pa	4	-	-	3-5	3	3		✓			social studies, geography
SE f 189	Teacher comments: Lack of narration forces students to watch carefully--good. Effective--students watch closely for information. Suffers from lack of narration (2 responses). Note: Equal division of opinion on lack of/need for narration.															
His Responsi-bility	7.8	10	7	U,S	s,t	7	-	-	9-12	6	5	✓				family life, guidance, sociology
SE f 190	Teacher comments: Useful because it's non-judgmental. Father-son confrontation was effective. Interesting, poses alternatives but not solutions.															
Amelia Earhart	8.2	15	9	S,R	e,m,j,s, t,pa	7	-	-	5-12, c,a	2	5	✓			x	history, reading, biography, aviation, women's studies
SE f 191	Teacher comments: Excellent biography in the perspective of the times. Good use of newsreel clips. Does not mention rumors that she was on a government mission.															

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poor-excellent

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NAME OF COMPANY: Sterling Educational Films METRO CODE: SE

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Helen Keller	7.9	18	13	U,S,R	e,m,s, se	13	-	-	6-12	5	9	✓				reading, health, language arts, special education, biography, history
SE f 192	Teacher comments: Presentation of material is excellent. Study guide questions would be helpful. Could use more discussion on speech development. Old film. Sound weak in spots. Students showed sympathy and admiration.															
Fundamentals Of Electricity	5.3	11	8	U,S,R	m,j,t	7	1	-	6-9	3	2	✓				science
SE f 193	Teacher comments: Too much on static electricity and not enough on current. Film simplified electrical theory. Infantile. Some shots appear to be ten years old. Helps clarify and reinforce students' knowledge.															
Lost World Revisited	7.9	21	16	U,S,R	e,m,j,s, se	14	-	1	5-12	7	10	✓				filmmaking, film history, film study, reading, English
SE f 194	Teacher comments: Does excellent job of explaining special effects. Action scenes held students' interest. Well narrated, easy to follow. Would be nice to see entire film. "Lost World" is fine example of film as art--instructive, motivating, and entertaining.															
Endocrine Glands	8.0	11	8	S	e,m,j,s	8	-	-	10-12	2	2	✓				science, anatomy, biology, sex education
SE f 195	Teacher comments: Excellent approach. Well organized, simplified difficult concepts. Much information--should be shown more than once.															
Friends And Neighbors	8.7	7	3	U,S	e	3	-	-	1-2	1	2	✓				language arts, guidance, social studies
SE f 196	Teacher comments: Good for discussion. Pupils could relate content to their daily activities.															
Finders Keepers	7.1	13	9	S,R	e	9	-	-	K-3	5	4		✓			social studies, mental health, humanities
SE f 197	Teacher comments: Worked well--we need to discuss this type of problem. Time lapse worked well. Needs to be updated.															
Minute And A Half Man	8.5	8	6	S,R	e,m,pa	1	-	2	1-6	-	4		✓			language arts, social studies, history, film study, entertainment
SE f 201	Teacher comments: Highly entertaining. Well done, a good film, but for entertainment only. A little violent--typical of cartoons.															

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STUDENT COMMENTS

Film Title: Indian America
METRO Code: SE f 178

Students commenting: Behavioral science class, grade 12, Suburban town

- Most Indians want to work, get paid for doing what they've always done. But they want their freedom too. They don't want to lose their beliefs and become more American-like.
- This film showed the Indian's beliefs. Which isn't well understood to Americans.
- This film said to me that the Indians have a place in our society today.
- This film let me know the state that the Indians are in, and what a large part they have played in our past. I learned many things about the Indians and their culture.
- The culture of the Indians is pressured by the technology of America; thus they have lost much and it isn't easy for them to fit into the American society.
- I feel that it is a great movie because it shows that you can't force people to change their beliefs.
- The movie makes me proud of being part Indian.
- Our native American Indians are getting worse treatment than other more vocal minorities, and it is time that the Indians fight for what is theirs.
- The Indians have it hard. They are trying to seek jobs without losing their heritage.
- When Indians are given a fair and equal chance to work, and be useful they will.

STUDENT COMMENTS

Film Title: Amelia Earhart
METRO Code: SE f 191

Students commenting: Women in Literature class, suburban high school

- This film said that fliers, male or female, will try to conquer new avenues, even at the price of death, as could be shown in Earhart, because she had to conquer for two reasons, pilot and women.
- Amelia was a proud and brave person and that women can do great things if they really want to.
- It said to me that if women put their minds to it they can accomplish it. She is very competitive and daring young woman.
- Amelia Earhart was a very brave and courageous woman, who wanted challenge in her life.
- That women also have the desires at doing or being the best in their field, or striving towards their goal.
- This film said to me that Amelia Earhart lost her life in a search for women's rights, therefore we should all try to follow up where she left off.
- The film said to me that women can become and do anything as well if not better than a man.
- Although many of the people of that time were rather closed minded they accepted, and gave credit and recognition to a woman who deserved it.

WESTON WOODS

Upper 25%

All Gold Canyon
Brown Wolf
The Cow Who Fell In The Canal

Literature and language arts films for the primary and elementary levels continue to comprise the bulk of this company's films; the majority of these use the iconographic technique. In a major departure this year, one offering, All Gold Canyon, was a live-action adaptation of the Jack London story and is aimed at intermediate through senior high levels. Utilization of all films was high; ratings ran from considerably below to somewhat above average. As was true last year, comments have been received that iconography is not the best use of the film medium. In this respect, it is interesting to note that the two films mentioned above, which received the highest ratings of this group, are both live-action productions.

See also: *Building-level Materials*

NAME OF COMPANY: Weston Woods METRO CODE: WW

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	Material is authentic/ accurate: No	Material is authentic/ accurate: DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	Majority recommended purchase: No	Majority recommended purchase: NA	Student comments	Subject areas for possible use
All Gold Canyon	8.1	18	14	S,R	e	9	1	2	5-12	1	5	✓			x	history, values, language arts, reading, social studies
WW f 81	Teacher comments: Excellent on themes of man vs. man, man vs. nature. Excellent photography and editing. Sound lacked lip-synchronization and had "studio," not outdoor quality. Children obviously enjoy cowboys. Excessive violence requires careful use (4 comments)															
Brown Wolf	8.6	20	14	S,R	e,m,se	14	-	-	4-7	4	12	✓				language arts, reading, science, Alaska, ecology
WW f 82	Teacher comments: Beautiful photography. Gave much opportunity for thought and discussion. Sound and color excellent. Realistic characters. Recommended for purchase by 14 of 14 evaluators.															
Cow Who Fell In The Canal	7.8	20	12	S,R	e	11	-	-	K-2	5	7	✓				language arts, social studies, reading
WW f 83	Teacher comments: Good for vocabulary development. Iconography is not good use of film medium (2 comments). Subjects lack motion. Delightful film, students enthusiastic. Correlates well with reading of book.															
Crow Boy	7.4	16	14	U,S,R	e,pa	13	-	1	K-6	2	12	✓				language arts, social studies, values
WW f 84	Teacher comments: An accurate portrayal of the story. Children relate easily.															
Little Drummer Boy	6.2	12	7	S	e,pa	7	-	-	1-6	-	3	✓				language arts, creative writing, holidays, religion
WW f 85	Teacher comments: Too much music for youngest students. Good visuals. Narration very poor (2 comments) Narration makes poem sound depressing.															
The Owl And The Pussycat	7.8	18	9	U,S,R	e,pa	8	-	-	K-2	6	6	✓				language arts, creative writing, entertainment, poetry
WW f 86	Teacher comments: Good production. Good student reaction. Too short (4 responses). Could be combined with other tales to make a longer, more enjoyable experience.															
Beast Of Monsieur Racine	8.0	16	12	U,S,R	e	5	-	4	K-3 (4-6)	-	7	✓				language arts, creative writing, reading, entertainment
WW f 87	Teacher comments: Very imaginative and interesting. Needs pre-explanation for young children. Accent sometimes difficult.															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Weston Woods METRO CODE: WW

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate: Yes	No	DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	No	NA	Student comments	Subject areas for possible use
Swineherd	7.2	17	12	U,S,R	e,p	6	-	1	1-6	2	4	✓			x	language arts, values, entertainment
WW f 88	Teacher comments: Film well done. Drawings good but too much British accent in narration. Moral of the story is of questionable classroom value.															
Stonecutter	6.0	16	9	U,S,R	e	8	-	1	K-2 (3-6)	2	3		✓			folklore, human development, values, art, language arts
WW f 89	Teacher comments: Slow-paced. Poor art work. May be frightening to very young students. Effective use of abstract shapes. Very vague--too abstract.															
Star Spangled Banner	6.0	13	18	U,S,R	e,j,s	17	1	-	1-6	5	8	✓				music, history, art, language arts, filmmaking
WW f 90	Teacher comments: Music fair. Provides idea for student film technique. Simplistic. Iconography not effective--could be filmstrip. Short, precise. Third time through is wasted. Enjoyable, well-done. Repetitive, boring. Too short. Good choral and art work. If students can read words, they're old enough to know the song without seeing film															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
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DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

97

Film Title: *All Gold Canyon*
METRO Code: *WW f 81*

Students commenting:
Fourth grade class,
Suburban town

Teacher's comments:

The children's comments were done without prior discussion. I had them rate the film on a scale 1=poor to 5=excellent. Almost everyone gave it a 5 except two boys ("top" students) who gave it a 1. You can see the two comments they wrote (*). The group was very attentive. Some comments during the film were "this film was neat" and "can we see it again?" There is violence but certainly no more than the usual TV program. The profanity was limited to one "the hell with you." It was certainly within acceptable limits but probably was unnecessary. I ordered the film for enrichment purposes. It is of very high technical quality and tastefully done. We had a good discussion of greed, trust, and violence afterward. I would certainly order it again and it would be even more worthwhile for a slightly older age level.

Student comments:

- It was good. It made me feel sick.
- Happy and sad. I like it because the gold.
- I think it was sad.
- It was a good film. It made me feel sad.
- I think I'd like it if I had all the gold in the canyon, every drop of gold. I think it was good. I did like Jackie's face before he shot the rifle.
- I thought that the film was very good. They acted sort of real, and Bill and Jack were good actors. I really was interested. I like those kinds of films, western, country.
- I liked it because, well, there's no way of explaining it. It was just a good movie. And the way I felt about it, well, good and bad.
- I liked it. It made me feel happy and sad.
- I liked it very much but it made me happy and sad. Happy because of the gold. Sad because of the shooting.
- I did like it. I felt a lot of different things.
- It was good and some of it was bad. It made me feel sad.
- I liked it. Felt sad.
- He was sad. I was sad.
- I liked it. It made me see how greed can be carried too far, enough to hurt a friend.
- He should not have killed him because he digged for all that gold.
- It was sad, and it was interesting.
- I liked it. It was good. I like to have that gold.
- *It was ok. I didn't favor it. I didn't make me feel anything just like any other film.
- *It was crummy! It was dumb! It made me feel sick! And most of all, it was boring.

STUDENT COMMENTS

Film Title: The Swineherd
METRO Code: WW f 88

Students commenting: Reading class, grades 2 and 3, suburban town

- To take what you can get. And don't waste things.
- Never to be so (Joe Cool) greedy.
- I learned that if you hate someone you shouldn't marry him.
- Don't be so fussy about things that are really nice, just because you think that you can get a better one. But inside you know that you really can't.
- She shouldn't kiss the prince for the pot and the flag.
- This story tells you that toys are not as good as marriage.
- To say thank you and don't lie.
- The moral of the story is accept your gifts when you get them, not when you want them.
- Always take the best thing.
- Never dislike something someone gives you or you'll get tricked maybe.
- That giving a gift to someone makes them happy.
- Don't be picky.
- Never be mean to a prince.
- You should always take something if they give it to you and never say I don't like it.

WOMBAT PRODUCTIONS, INC.

Upper 25%

My Son, Kevin
The Road To Charlie

Although not heavily utilized, these films, with one exception, received average to well above average ratings. The exception is apparently due to its somewhat limited audience and the fact that it is a very low-key production. Wombat continues to import many foreign-made films, in addition to offering its own productions. The two films noted above are both imports, one from England, the other from Australia. All films lend themselves to a variety of subject areas, with most users recommending them for secondary level. As in the past, many of these films deal with difficult subject matter, and the excellent study guides are a great aid to utilization.

NAME OF COMPANY: Wombat Productions

METRO CODE: WP

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/accurate: Yes	Material is authentic/accurate: No	Material is authentic/accurate: DNA	Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase: Yes	Majority recommended purchase: No	Majority recommended purchase: NA	Student comments	Subject areas for possible use
I'm The Prettiest Piece In Greece	5.0	7	5	S,R	e,s,pa	4	-	-	10-12, c,a	-	2		✓			history, biography, Black studies, music, film study
WP f 29	Teacher comments: Good story, told well. Good for use in studying the 20's and 30's. Film seemed to drag. Good filming technique. More than just a monologue.															
The Egg	7.4	11	7	U,S,R	e,j,s,p	4	-	1	9-12	2	4	✓				art, sociology, psychology, film study, creative writing
WP f 30	Teacher comments: Short, precise, and artistic--requires discussion. Complete and graphically well done. Imaginative and provocative.															
The Mountain People	7.6	12	9	S,R	e,j,s, p,se	8	-	-	5-12 (c,a)	4	6	✓				language arts, social studies, economics, sociology, poverty
WP f 31	Teacher comments: Students couldn't believe some people live like this in the U.S. Helps affluent, white, suburban children relate to the culture of poverty. Good material and technique. Simple and very human presentation of a confusing subject.															
The Road To Charlie	8.4	14	8	S,R	e,m,s,t	7	-	-	8-12	4	3	✓				family life, guidance, sociology, psychology, social studies
WP f 32	Teacher comments: Lively animation, expresses a great many ideas. Good springboard for discussion. Youth culture somewhat stereotyped. Funny and to the point. Good coverage of adolescent's problems with parents and peers.															
My Son, Kevin	8.9	13	11	U,S,R	j,s,t	10	-	-	8-12, c,a	5	6	✓			x	social studies, English, humanities, psychology, human development, family life, film study
WP f 33	Teacher comments: Causes us to appreciate ourselves. Students responded very emotionally. Compassion provoking film. Accents sometimes difficult.															
The Fire	7.7	9	7	S,R	e,m,j,s	7	-	-	4-12	1	5	✓				social studies, English, film study
WP f 34	Teacher comments: Good technique. Excellent study guide. Demonstrates that a job well done has its own intrinsic rewards.															
	Teacher comments:															

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

Film Title: My Son, Kevin
METRO Code: WP f 33

Students commenting:
Journalism class,
grades 11 and 12,
Suburban town

- It said to me that a child, even if he is deformed, he could be a person and could be loved by people. And that you should treat him like a person.
- It said that it is possible to bring up a child even if he is deformed, but there are many problems in doing so.
- That we shouldn't overlook the handicapped and disabled in this country or any country, in jobs, etc.
- That people should be accepted for what they are. Everybody has some type of handicap. Some are more noticeable than others. I think Kevin showed great maturity by working around his physical handicap.
- It said that they wanted everyone to help people and make people aware of children like that.
- This film tells me that there are handicapped people out there and that they should be accepted in society without any hassle.
- The film said to me to give these kids a chance. They want to be like you, do the same as you, even though they can't.
- This movie told me how severe some defects can be but that doesn't necessarily mean that the handicapped person can't live a semi-normal life.
- The film made me look how another person, disformed, can live in this world and at least be happy. How he could manage to live like a normal child. The movie was excellent and I feel if I ever had a disformed child, I know I would keep it. For I know he would have a chance in this world.
- This film showed me how lucky I am to be normal and function properly. It really made me feel bad when I complain about something I did when this guy can't even dream of doing it.
- My Son, Kevin changed my views on deformed children. I'm glad they decided to keep it.
- This film shows me that if the person wants to let a disabled child live life to its fullest, it is possible.
- All I can say is perhaps there are some handicapped that really can't be overcome.
- I said to me that I definitely couldn't accept a child so severely deformed.
- There are still people in this world who care, and have the ability to cope with these kinds of problems simply because they do care.
- It told me about how the parents of a thalidomide children feel and care about.
- This film said to me that even the most disadvantaged person can enjoy life. It shows that material things are worthless.
- This film said to me the people in taking care of Kevin have time and patience and most of all love for their son.
- People are starting to care.

XEROX FILMS

Upper 25%

Guinea Pigs
Time Capsule: A World In Turmoil
The Vandals

These are, for the most part, multidisciplinary films, with applications in several subject areas. They are about equally divided in target audiences between elementary and secondary levels. All received favorable comments in the area of production and technical quality; although some users felt the pace too rapid, the Time Capsule films received particularly high praise for their production values. The films received average to well below average utilization, with the majority being rated below average. Science, social studies, and history, as represented by the three films listed above, appear to be the main strengths of these productions. The copyright statement at the beginning of each film often was mentioned as an annoyance and a hindrance to classroom use, due to its length and bombastic presentation. Many suggested this is unnecessary, since the circled "c", the copyright symbol, means the same thing and does not require several feet of film.

See also: *Building-level Materials*

NAME OF COMPANY: Xerox Films

METRO CODE: X

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
To All The World's Children X f 26	5.7	9	7	S	e,s	6	-	-	4-9, c	4	4		✓			psychology, sociology, teacher education, social studies
Teacher comments: Clear and easy to understand. Has the tone of a travelogue. Theme and technical quality very good. Does not tell the whole story.																
Time Capsule Depression To World War II X f 27	6.8	10	8	U,S	j,s,t	7	-	-	9-12, c,a	2	5	✓				history, film study, social studies
Teacher comments: Artistic presentation moves too fast for students to grasp material (2 comments). Effective review of an era. Use of teacher's guide a necessity--it should be more complete. Requires repeated showings and talented teachers.																
Time Capsule A World In Turmoil X f 28	8.1	9	6	S	e,j	6	-	-	9-12, c,a	3	5	✓				history, social studies, teacher education, film study
Teacher comments: Collage effect increased students' motivation. Quality of visuals and sound is excellent. Good iconography, almost kinestasis. Effective review of an era. Use of teacher's guide a necessity--it should be more complete. Requires repeated showing and talented teachers. Recommended for purchase by 5 of 6 evaluators.																
Time Capsule A New Era 1950-1964 X f 29	7.4	7	5	S	s	5	-	-	9-12, c,a	4	4	/				history, film study, social studies
Teacher comments: Live action clips in combination with stills is effective. Xerox copyright notice on all films is noisy and insulting to audience. Effective review of an era. Use of teacher's guide a necessity--it should be more complete. Requires repeated showing and talented teachers.																
The Vandals X f 30	8.5	18	10	U,S,R	m,j,s, t	10	-	-	5-12	6	4	✓				social studies, sociology, film study, values
Teacher comments: Good visuals and narrative. A meaningful film experience for any age. Good student attention and response. Recommended for purchase by 9 of 10 evaluators.																
A Country Adventure: Big Brown Eyes, Little Brown Eyes X f 31	7.2	14	7	S,R	e,se	5	-	-	K-3	-	4			✓		language arts, social studies
Teacher comments: Non-narrative film difficult for grade 3 to follow. Good photography. Good for discussion--grade 1. Appropriate for study of animals.																
The Labors Of Heckules X f 32	7.8	9	10	S,R	e,s	9	-	1	2-8	6	8	✓				math, science, language arts
Teacher comments: Humor was great but lost on some younger students. Humor almost interferes with content. Interesting and informative. Best used with students who have some knowledge of the metric system.																

Explanation of code:

rating: 1----------10
poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

NAME OF COMPANY: Xerox Films

METRO CODE: X

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
Heroes And Heroines Of The Metric System X f 33	4.6	10	6	S	e,j,p	6	-	-	3-6	1	-		✓		x	math, science
	Teacher comments: Holds children's attention, but does not help them learn concepts--moves too quickly. Should be used as review. Funny and easy to watch, but not enough drill. Skips around, has no plot.															
The Guitar: From Stone Age To Solid Rock X f 34	7.7	15	13	U,S,R	e,m,j, s,pa	13	-	-	5-9 (10-12)	4	5			✓		music, music history, Spanish, film study
	Teacher comments: Title is misleading--has only brief segment on contemporary music. Too much "heavy" explanation. Animation used well. Combines humor and learning effectively. Gave good history of instrument. 2-3 minutes of current music would help (several comments indicated a need for this).															
Guinea Pigs X f 35	8.6	13	10	S,R	e	10	-	-	K-4	6	8	✓				science, language arts
	Teacher comments: Interesting, good information. Child's narration a bit stiff. Very informative. Emphasized responsibility in pet ownership. Good close-ups. Recommended for purchase by 9 of 10 evaluators.															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															
	Teacher comments:															

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
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levels of schools:
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se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

STUDENT COMMENTS

Film Title: *Heroes And Heroines*
METRO Code: *X f 33*

Students commenting:
Fifth grade class,
rural town

- The movie was about the metric system. It was funny in some parts of it, but it is too much money.
- The movie was interesting how they made metric system into a cartoon, I think since it's a cartoon they'll listen to it more. I think all grades would like it, at least our class did.
- It is very interesting, because it is a cartoon so that is probably why 5th graders like it.
- I like the pictures in it, and I think it would help explain the metric system.
- It was a good film for grades 4th-2th. It is not bad for 5th graders, it is good for math, it was fun to see.
- It is good for 4th-2th grade, it is not that bad for 5th grade, I like the film, it is a good cartoon, it is fun to watch, it is good for math and _____.
- It wasn't real good.
- It was not that good for the price.
- I think you should not buy it because it is too much money.
- I think you should not buy it.
- It was not good.
- This movie was good, but I don't think that we should buy it at the price of $1.75 plus tax. It's good but people think of ways of their own.
- Something to help us.
- To make us use the metric system.
- How the metric system works.
- How they tried to make the metric system.
- To make us understand the metric system and they did it fun, so we would like to learn it.
- How the metric system is used and what a kilometer is.
- Metric system.
- The metric system is important.
- I liked it.
- Trying to tell about metrics.
- Math.

MISCELLANEOUS

M f 78 *Velveteen Rabbit distributed by LSB Productions*

M f 79 *Looking At Tomorrow: What Will You Choose? distributed by Cornerstone Productions*

These two young companies deposited their only films for evaluation this year; because they are "one-of-a-kind," they are listed under the "M" heading. It should be noted that the second film arrived too late for inclusion in the catalogue. Therefore, utilization was lower than it might have been.

NAME OF COMPANY: Miscellaneous

METRO CODE: M

Title of film and METRO code #	Composite rating	Number of bookings	Number of evaluations	Regions	Levels of schools	Material is authentic/ accurate			Recommended grade levels	Correlative use	Supplemental use	Majority recommended purchase			Student comments	Subject areas for possible use
						Yes	No	DNA				Yes	No	NA		
The Velveteen Rabbit M f 78	8.9	21	14	S,R	e,pa	11	-	-	K-3	5	9	√				language arts, drt, values
Teacher comments: Helped students understand the gifts of poets. Very well done on a child's level. Excellent student response.																
Looking At Tomorrow: What Will You Choose? M f 79	8.8	9	7	S,R	e,j,s, pa	7	-	-	5-12	2	5	√				social studies, current events, women's rights, group values
Teacher comments: Good for consciousness-raising-men and women. Excellent introduction to woman's changing role. Recommended for purchase by 6 of 7 evaluators.																
Teacher comments:																
Teacher comments:																
Teacher comments:																
Teacher comments:																

Explanation of code:

rating: 1----------10 poor-excellent

regions: U - urban
S - suburban
R - rural

levels of schools:
e-elementary s-senior high pa-parochial
m-middle c-college p-private
j-junior high a-adult t-technical
se-special education

DNA - does not apply
NA - sufficient data not available
x - student comments available
* - not included in composite evaluation

BUILDING-LEVEL MATERIALS

113

As in past years, it is obvious that, given the choice, the vast majority of teachers will select the 16mm film as their favorite medium. However, due to increasing costs of all media, increasing difficulty in obtaining films at the desired time through a shared library, and, certainly not least, the increasing quality of building-level materials, METRO is beginning to see more and more users coming to the Center to seek these materials, not film. Utilization, when compared with 16mm film, is still very low, but is on the increase.

METRO has always had difficulty in obtaining any large amount of evaluation reports on building-level materials, partly due to utilization patterns and partly due to the format and design of the evaluation instrument itself, which was originally designed and has been continually revised with film as its major use. For this reason, a completely new instrument is now being designed specifically for building-level materials, and will be ready for use in September, 1976. It is hoped and expected that this fresh instrument will both encourage and expedite the gathering of desired data.

The following company-by-company reports on building-level materials evaluated this year follow the same general format as last year. There was not sufficient information to permit meaningful use of the data sheets, as with film, but the data gathered provide a basis for generalization and overall comments for most of the participating producers. In some cases, so few materials were placed for evaluation that generalizations were not possible. It continues to be METRO's belief that a representative sampling of a producer's materials should be placed for evaluation so that the evaluative input collected can be used in a credible manner.

In the following summaries, indication has been made of the type(s), quantity, and title(s) of materials placed; this listing is followed by an abstract of all data received with, where applicable, specific mention of individual products. Following this abstract is a set of sample evaluative data on one of the items placed this year. It is hoped that, from this, the potential user and/or purchaser may glean a picture of the type and quality of product offered by each participant.

ACI MEDIA, INC.

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

ACI k 11 The Safety Series
ACI k 12 Two Hundred Years Of America
ACI k 13 One Wonderful World
ACI k 14 It's OK For Me: It's OK For You
ACI k 15 Books And More: Library Media Center
ACI k 16 Heat, A Form Of Energy

As their name indicates, ACI Media (formerly ACI Films) is placing increased emphasis on the production of building-level materials. These materials were all aimed at the primary through intermediate levels, with social studies, science, and language arts being the major curricular areas covered. Although utilization of these kits was light, most evaluations indicated that ACI is continuing to produce materials of high technical quality, good content, and moderate to very good student appeal.

Sample evaluative data on Two Hundred Years Of America, ACI k 12:

This item was selected because, although it received the lowest average rating of the kits above, it is concerned with an area of great current interest and extreme competition.

Kit was used 12 times; 4 evaluations were received. Average rating was 6.8. It was used in and recommended for intermediate grades; use was in suburban towns, public and parochial schools. Used in social studies, it was recommended for that area with special emphasis on bicentennial correlation. Student reaction was good, with some feeling that the presentation was a bit too rapid. Teacher Comments: gave many examples illustrating the idea of being an American· good overview; good for bicentennial study.

BFA EDUCATIONAL MEDIA

Materials Evaluated During 1975-1976

Audio Cassettes (coded "c")

FA	*c*	*1*	*Germany: 1914-1945*
FA	*c*	*2*	*Britain Between The Wars*
FA	*c*	*3*	*N.E.P. And Soviet Industrialization*
FA	*c*	*4*	*Path To World War II*
FA	*c*	*5*	*Fascism*
FA	*c*	*6*	*Revolutionary China*
FA	*c*	*7*	*Khrushchev And Eastern Europe*
FA	*c*	*8*	*International Relations Between The Wars*
FA	*c*	*9*	*New Alignments*

Filmstrips (coded "fs")

FA	*fs*	*3*	*Leaf Functions*
FA	*fs*	*4*	*Photosynthesis*
FA	*fs*	*5*	*Understanding Citizenship*
FA	*fs*	*6*	*How We See*

Sound Filmstrips (coded "k")

FA	*k*	*14*	*Energy Sources*
FA	*k*	*15*	*Poetry Tickles*
FA	*k*	*16*	*Four Families Of Israel*
FA	*k*	*17*	*Library Skills*
FA	*k*	*18*	*The Universe*

BFA is a producer/distributor of a great many forms of media; in addition to those above, 16mm films, study prints, and filmloops are also handled by this company. Utilization patterns of the building-level materials placed at METRO for evaluation this year seem to reinforce the concept of "multi-media" as a preferential mode of presentation. The cassettes and silent filmstrips received extremely light utilization; the sound filmstrips, light to above average. One reason for this is that the former two are very specific in their content and intended audiences, while the latter one tends to be more broad-range in applicability. The cassettes are designed for (generally) senior high use; the filmstrips, for intermediate level; the kits, for varying levels from early elementary to senior high, with an emphasis on the intermediate level.

Sample evaluative data on Poetry Tickles, FA k 15:

This kit was used 11 times; 8 evaluations were received. Utilization was in urban, suburban, and rural areas; in public, private, and parochial schools, and in a correctional institute; in grades 1 through 8. Average rating was 7.4, with higher ratings from those using it below 4th grade level. Suggested grade level was 3 to 7, with some suggesting as low as grade 1 and as high as senior high level. Recommended subject areas included language arts, reading, drama, and art (illustration). Student response was good to very good in lower grades, diminishing at 8th grade level. Typical teacher comments: used ideas to enrich reading curriculum; children performing for children was effective; a different approach to poetry.

CENTRON FILMS

Materials Evaluated During 1975-1976

Sound Filmstrips (coded 'k')

CE k 4 *Consumer Education For The Elementary Grades*
CE k 5 *A Visit To The Father*
CE k 6 *Poetry Of The Seasons*

It is difficult to make generalizations about the overall quality of a company's product on the basis of only three samples; any of the following comments should be accepted with an awareness of this limitation and an awareness that utilization of the materials was very light, further limiting the data base. As can be judged by the titles above, Centron's materials are not limited to one subject area. The three kits evaluated this year seemed most appropriate for use at the intermediate level. Technical quality, organization, content, and study guides all received praise.

Sample evaluative data on Poetry Of The Seasons, CE k 6:

This kit was selected as a sample because it received the highest number of evaluations of the three listed above.

The kit was used 7 times; 3 evaluations were received. Average rating was 5.3 The material was used in intermediate classrooms in suburban and rural areas. Used in both language arts and science, it was felt more valuable in the language arts area. Student response was poor in science, good in language arts. Teacher comments: made students observe details of what they see; fine photography and presentation.

COUNSELOR FILMS, INC.

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

CFI k 1	*Education: Who Needs It?*
CFI k 2	*Career Counseling Filmstrip Set 1*
CFI k 3	*Career Counseling Filmstrip Set 2*
CFI k 4	*Career Flashcards*

This was the first year that Counselor Films placed some of their building-level materials for evaluation; unfortunately utilization was very low. This may be due to teacher familiarity with and desire to use Counselor's excellent 16mm films. As with their films, these materials are aimed directly at the career education area, and were rated as useful at intermediate through senior high school level. Since no kit received more than two evaluations, there will be no attempt made to provide a sample of summarized data; in lieu of that, some teacher comments received were: used with small groups, student reaction fair; good study guide; did not like combining "real life" photos with drawings; excellent student response in grades 7 and 8; covered all aspects of subject.

CORONET INSTRUCTIONAL MEDIA

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

CO k 42 The American Revolution: Roots Of Rebellion
CO k 43 The Metric World
CO k 44 Writing Short Stories
CO k 45 The Human Machine
CO k 46 Investigating Heat
CO k 47 Let's Tell Picture Stories
CO k 48 Comparing Things
CO k 49 Roman Mythology
CO k 50 Words, Media, And You
CO k 51 Holiday Fun
CO k 52 Christmas Tales From Many Lands

Social studies, reading, math, science, and media are some of the many areas covered by these eleven kits. Several of these received high utilization; the others, about average. Ratings of all but one were quite good. With the exception noted in the ratings, Coronet is continuing to produce materials with a high degree of classroom utility, good student appeal, and good, if not exciting, production techniques. With the overall quality level high, it is worth noting that one kit, The Human Machine, received a rating of "0" from three of five evaluators, with the general comment that while there might be usable information in the product, the style of presentation was such that it might be harmful to use the material with students. This should not be taken, in any way, as a reflection on the vast majority of Coronet's material.

Sample evaluation data on The American Revolution, CO k 42:

This was chosen as a sample because it was well used, highly rated, and very topical.

The kit was used 12 times; 6 evaluations were received. The average rating was 9.0. It was used in suburban and rural towns, in grades 4 through 8. Recommended grade level was grade 4 or 5 through junior high, with one junior high school evaluator also recommending senior high usage. Social studies, geography, history, and conflict were suggested curricular areas. Student response ran from "very good" to "excellent," with special interest in the "Boston Massacre" portion of the kit. Typical teacher comments: very well done; works well with bicentennial; clearly explained a lot in a short time; needs a written study guide; excellent overall; one of the few filmstrips that encourages so much student participation.

DOUBLEDAY MULTIMEDIA

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

DC k 15	*The Population Debate*
DC k 16	*The Web Of Living Things Series*
DC k 17	*It Takes Two*
DC k 18	*The Human Body Series*
DC k 19	*The Earth's Crust Series*
DC k 20	*Painting: A Laboratory Of Aesthetics*
DC k 21	*Change Here For Tomorrow*
DC k 22	*Learning Language Through Songs And Symbols: Set III*
DC k 23	*Making Democracy Work*
DC k 24	*Youth And The Law Series*
DC k 25	*Life Styles*
DC k 26	*Oceanography Series*
DC k 27	*Our Dynamic Planet Lives*
DC k 28	*Introducing The Earth Series*
DC k 29	*Law: The Rules Of The Game Series*
DC k 30	*Woodworking Series*
DC k 31	*Pathways To Values*
DC k 32	*The Solar System*
DC k 33	*Maps And Mapmaking*
DC k 34	*Dimensions Of Change*
DC k 35	*VD*
DC k 36	*People To People*
DC k 37	*Drafting: Set I*
DC k 38	*More Roads To Meaning*
DC k 40	*The Election Process*
DC k 41	*Gifts From The Earth Series*
DC k 42	*Art And The Masters*
DC k 43	*Metalworking Lathe Series*
DC k 44	*Japan Series*
DC k 45	*Consumer Education Series*
DC k 46	*Drafting: Set II*

From the length of the above list, it is obvious that Doubleday shares METRO's concern for the evaluation of building-level materials as well as 16mm film. The bulk of these materials are designed for junior and senior high school use, although some reach down to the mid-elementary level. Several items were recommended for use over a wide age range, from elementary through senior high, making them very cost-effective in terms of reaching large audiences. Major curricular strengths are in areas such as science, social studies, family life, history, and psychology, but other areas are also covered. Many of these kits are interdisciplinary, lending themselves (in whole or in part) to several subject areas. These materials received moderate to average utilization; the vast majority were rated notably above average, with some achieving extremely high ratings and praise. All in all, a strong showing.

Sample evaluative data on The Japan Series, DC k 44:

This was chosen as a sample because it was well used and rated and seems typical of the spectrum of materials evaluated.

The kit was used 9 times; 6 evaluations were received. The material was used in suburban and rural classrooms, both public and parochial, in grades 6 through 12. Average rating was 7.8 Material was recommended for use in geography, social studies, Eastern cultures, and art, with most evaluators recommending junior high school as the most appropriate level. Students were interested and reacted positively. Typical teacher comments: helped students formulate discussion questions; material accurate, authentic, and up-to-date; students' retention higher than average.

GUIDANCE ASSOCIATES

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

GA k 96	*A Controversial Film: A Contemporary Case Study*
GA k 97	*The Library: What's In It For You?*
GA k 98	*Mythology Is Alive And Well*
GA k 99	*Forms Of Literature: The Short Story*
GA k 100	*Write A Story*
GA k 101	*Writing: From Imagination To Expression*
GA k 102	*Speaking Of Spelling*
GA k 103	*Working With Prefixes*
GA k 104	*Working With Suffixes*
GA k 105	*The American Poor: A Self Portrait*
GA k 106	*The Middle East: The Arab Experience*
GA k 107	*Voices Of Blue And Grey: The Civil War*
GA k 108	*The People Profession: Careers In Home Economics*
GA k 109	*Brothers, Sisters, Feelings, And You*
GA k 110	*Young, Single, And Pregnant*
GA k 111	*Nutrition: Foods, Fads, Frauds, Facts*
GA k 112	*This Earth: The Wonder Of Change*
GA k 113	*This Earth: A World Of Difference*
GA k 114	*This Earth: How Life Adapts*
GA k 115	*This Earth: Everything Fits Together*

Evaluations received indicate that once again Guidance Associates has put forth a large number of excellent materials. With a single exception, these kits were rated far above average, ranking very near the top of all building-level materials evaluated this year. Their range of offerings continues to grow from the original emphasis on careers and guidance, but this growth and diversification has caused no loss in quality. Materials seem about equally divided between junior-senior high school level and intermediate level, with a few items reaching as low as grade 1. These kits were almost universally praised for their high technical quality, selection and presentation of content, and student appeal. It is interesting to note that there was not a single negative comment on quality of narration, an identified weakness last year. This has certainly helped improve the overall effect and ratings of the materials.

Sample evaluative data on Voices Of Blue And Grey: The Civil War, GA k 107:

This was selected as a sample because it was among the more heavily utilized materials, was rated high, and covers an area (history) where appeal is often lacking.

The kit was used 6 times; 5 evaluations were received. The average rating was 8.5. Use was in urban and suburban towns, public and private schools, from grade 4 to grade 9. Users recommended grades 7-12 as the most appropriate audience, and suggested use in the areas of history, sociology, and American literature. Typical teacher comments: photography and reinactments tremendous; puts the viewer on the scene; high student interest in a 9th grade history class of blind students.

LEARNING CORPORATION OF AMERICA

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

LC k 15	*Napolean: The Making Of A Dictator*
LC k 16	*Napolean: The End Of A Dictator*
LC k 17	*Galileo: The Challenge Of Reason*
LC k 18	*The French Revolution: The Bastille*
LC k 19	*The French Revolution: The Terror*
LC k 20	*The Crusades: Saints And Sinners*
LC k 21	*Charlemagne: Holy Barbarian*

The materials above are adapted from Learning Corporation's popular 16mm film series on Western Civilization, which has been widely telecast on public television stations. All have used carefully selected material from the films, both visuals and audio, and are frequently referred to by evaluators as excellent adaptations of and alternatives to the films. It was noted that these kits are best used with automatic, synchronized sound and projection equipment, since the frame changes are often very rapid and it is easy to fall behind in the visual portion when trying to listen for frequent "beeps." With the exception of one very low rating, due to the difficulty of keeping up with the "beeps," these materials received very high ratings; this difficulty may, in part, account for rather light utilization of all the materials.

Sample evaluative data on Charlemagne: Holy Barbarian, LC k 21:

This was chosen as a sample because it is representative of all the materials evaluated; ratings and utilization were very similar on all.

The kit was used 3 times; 2 evaluations were received. Average rating was 9.0. The materials were recommended for use in history, western civilization, sociology, philosophy, death and violence, and religion curricula; suggested grade level was 7 to 12, plus college and adult groups. Typical comments: montage technique creates feeling of real motion and action; visuals and sound good throughout; very good study guide.

NATIONAL GEOGRAPHIC SOCIETY

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

NG k 8 The Seasons
NG k 9 The American City: Problems And Promise
NG k 10 Indians Of North America
NG k 11 America: Colonization To Constitution
NG k 12 Exploring Ecology
NG k 13 Transportation In America

Records (coded "r")

NG r 4 Songs And Sounds Of The Sea
NG r 5 The Music Of Scotland
NG r 6 The Music Of Tonga

For the second year, National Geographic materials have been rated at the top of all building-level materials evaluated. They are consistently high in both utilization and rating; there were no negative comments on any of the evaluations received; most had "great," "fantastic," or a similar word written in large letters. On kit, Exploring Ecology (NG k 12), scored an average rating of 9.8, the highest of any item evaluated this year. In addition to good content and superb presentation and technical quality, these kits are attractively packaged in sturdy boxes, lending even more appeal. Similarly, the records are not only excellent on their own, but the packaging and study guide information included are second to none. Covering a broad range of subjects, most of these materials are usable with widely varying age groups.

Sample evaluative data on America: Colonization To Constitution, NG k 11:

This item was selected as receiving evaluation representative of all the above materials.

The kit was used 15 times; 9 evaluations were received. Average rating was 9.5. The kit was used in urban, suburban, and rural towns, in elementary, junior high, and senior high classes. Suggested grade level for use was grades 4 through 12; recommended for history, social studies, and sociology. Student reaction was uniformly excellent. Typical teacher comments: audio and visual correlation excellent; very concise presentation; well presented, understandable, colorful; interesting, realistic; provides excellent overview, good for introduction or follow-up.

PYRAMID FILMS

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

P k 1 Drag Race

Pyramid Films, long known for its extensive 16mm film offerings, entered the area of building-level materials this year with a single sound filmstrip. The producer recommends the kit for elementary through adult audiences, but does not offer any suggested subject areas. Perhaps this item tries to do too much for too many -- and in so trying, loses its effectiveness. In attempting to cover an entire day at the races, much must be omitted - such as preparation. The item was judged to be primarily for entertainment, not instruction, and, as entertainment, the technical difficulty of trying to hear the rapid "beeps" for frame changes, which are often hidden by the sound track, becomes important: when synchronization is lost, the effectiveness goes with it. This could, perhaps, be overcome to some degree if the material were prepared for and used with automatic equipment.

Evaluation:

The above comments were drawn primarily from the two evaluations received, plus the analyst's familiarity with the material. The average rating given by the two evaluators was 4.0; this followed use in a suburban and a rural town, both at the elementary level. Student interest was good for boys, fair for girls. Teacher comments are incorporated above.

SCHOLASTIC MAGAZINES, INC.

Material Evaluated During 1975-1976

Filmstrips (coded "fs")

SM fs	*7*	*Our Independence And The Constitution*
SM fs	*8*	*The Wright Brothers: Pioneers Of American Aviation*
SM fs	*9*	*Paul Revere And The Minutemen*
SM fs	*10*	*The Pony Express*

Sound Filmstrips (coded "k")

SM k	*13*	*I Can: Unit 2*
SM k	*14*	*Five Families*
SM k	*15*	*American Adventures: Yesterday, Today, And Tomorrow*

Records (coded "r")

SM r	*15*	*A Choice Of Weapons*
SM r	*16*	*The Learning Tree*
SM r	*17*	*Radio Before Television*
SM r	*18*	*Philadelphia, July 4, 1776/Ratification Of The Constitution*
SM r	*19*	*The Future: Can We Shape It?*
SM r	*20*	*The Watergate Series (Vol. 1-4)*

The Scholastic Magazine materials evaluated this year were once again of a superior quality; good content is presented with good technique, providing good teaching material with high audience appeal. Although utilization was low this year, the materials continue to draw high ratings. Records are among the least-used mediums at this time, but the quality of those above, especially "The Learning Tree," should spark more widespread use of an unduly neglected medium. At least one evaluator feels that the material on these records should also be made available on tape, for purposes of durability and long-term full-fidelity reproduction.

Sample evaluative data on Five Families, SM k 14:

This was selected as a sample because it received the greatest number of evaluations; all materials are approximately equal in quality.

The kit was used 6 times; 4 evaluations were received. Use occurred in suburban and rural elementary classrooms. Average rating was 8.8; recommended grade level K-3; recommended curriculum areas, social studies, history, and language. Typical teacher comments: sound and visuals correlate well; visuals, as well as audio, told a story; some confusion about when Spanish narration ends and English begins; students wanted to see it again.

STERLING EDUCATIONAL FILMS

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

SE k 2 *First American Revolution 1750-1789*
SE k 3 *Divided House: The Second American Revolution*
SE k 4 *Industrial America: The Third Revolution*
SE k 5 *Twentieth Century America*
SE k 6 *Tales From Europe*
SE k 7 *Tales From Asia*

As noted in last year's Evaluation Report, Sterling Educational Films is now distributing the items produced by Urban Media Materials; all of the above kits are produced by U.M.M. It had been hoped that this change in distribution would also effect a change in the quality of the materials; unfortunately, this has evidently not happened. Utilization again was very low, and the reports contain much the same information as those of last year: content, for the most part, is adequate to good; technical quality, imagination and creativity, scripting, etc., all remain poor, leading to little or no audience appeal. As a direct result of this, 50% of the users of these items said they would not use them again and would not recommend them for purchase. A great many improvements in the area of production values must take place before these items can be considered useful classroom tools.

Sample evaluative data on First American Revolution 1750-1789, SE k 2:

This item was selected as a sample since it received the highest number of evaluations and therefore reflects the broadest opinion base. No other item received more than two evaluations.

The kit was used 12 times; 8 evaluations were received. Average rating was 5.3. Use occurred in suburban towns in elementary and senior high schools; others evaluating but not using with students represent similar environments. Recommended grade level was divided equally among intermediate, junior high, and senior high levels. Social studies, history, and political science were areas suggested for possible application. Typical teacher comments: music not in good taste; too short -- combine filmstrips; visuals not interesting; visuals poor in color and quality; questions in guide are very simple and too general; good suggestions for activities; introduction should not be repeated on each filmstrip; poor in both quantity and quality of information.

WESTON WOODS

Materials Evaluated During 1975-1976

Sound Filmstrips (coded "k")

WW k 50	*The Sultan's Bath*
WW k 51	*Bill's Balloon Ride*
WW k 52	*The Little Red Hen*
WW k 53	*Is This You?*
WW k 54	*Through The Window*
WW k 55	*The Erie Canal*
WW k 56	*The Surprise Party*

Continuing a pattern several years old, Weston Woods continues to lead the field in the area of children's literature. These productions, like those of other years, are technically excellent, well packaged, and have tremendous audience appeal in the primary and early elementary grades. Some, as adaptations of their 16mm films, offer an excellent alternative for the purchaser who has individual student use in mind or who is faced with budgetary problems. Making the same content available in several formats is truly keeping the consumer in mind. Although utilization was somewhat below that of past years, the materials continue to draw high ratings and praise.

Sample evaluative data on The Erie Canal, WW k 55:

This kit was chosen as a sample of the best Weston Woods products, though most other materials scored ratings near this.

The kit was used 5 times; 2 evaluations were received, both from elementary classrooms in a suburban town. Average rating was 9.0. Recommended for use at primary to grade 2 levels, in the areas of language arts, music, history, and social studies. Student reaction was excellent -- "the more they see it, the more they love it." Teacher comments: excellent production; students attentive and participatory; students almost have the song memorized.

XEROX FILMS

Materials Evaluated During 1975-1976

Sound Filmstrips (coded 'k')

X k 6 Dinosaur Dan
X k 7 A Gift For Lonny

It is virtually impossible to extract generalizations from the data received on only two items, but it would be safe to say that these two are similar in quality to those evaluated last year -- that is, well-produced, technically good materials offering worthwhile content presented in a manner which appeals to the intended audience. There were no identified weaknesses in these two items. It is hoped that in the future years Xerox will be able to place a larger group of items for evaluation, so that a true picture of overall strengths and shortcomings can be drawn.

Sample evaluative data on Dinosaur Dan, X k 6:

It was used in a rural first-grade class (self-contained), and received a rating of 8.0. Possible areas of use suggested were social studies, science, and reading. Recommended grade levels are 1 to 3 for group use, and grade 3 for individual study. Student reaction was rated very good.